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ABSTRACT

Elementary and Secondary Education Act Title I migrant programs focus on identifying and meeting the needs of migrant children through remedial instruction, health, nutrition and psychological services, cultural development, and prevocational training and counseling. Evaluating the impact of Title I programs for migrant children, the study determined the success of the Federal program in meeting the migrant child's needs. The sample consisted of 100 projects in 10 States. Analysis was done by compiling answers by subject and type of respondent and aggregating the data by State. This volume (II) of the 4 volume evaluation reports on the qualitative and quantitative assessment of the impact of the State education agency and local education agency levels. Information is also given on factors accounting for observed variations in impact and the extent to which Federal funds were used to supplant, rather than supplement, other funding sources. Topics covered are: (1) impact of the Migrant Education Program on migrant students; (2) services provided to migrant students by the Migrant Education Program; (3) paraprofessional program aides; (4) home-school relationships; (5) advisory councils; (6) staff attitudes; and (7) parental attitudes. The majority of the information is in tabular form. (NQ)

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EVALUATION OF THE IMPACT OF ESEA TITLE I PROGRAMS FOR MIGRANT CHILDREN OF MIGRANT AGRICULTURAL WORKERS

VOLUME II

IMPACT ANALYSIS

RC 007981

EXOTECH SYSTEMS, INC.

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EVALUATION OF THE IMPACT OF ESEA TITLE I PROGRAMS FOR MIGRANT CHILDREN OF MIGRANT AGRICULTURAL WORKERS

FINAL REPORT

Prepared for

Office of Planning, Budgeting and Evaluation
Office of Education
Washington, D.C. 20202

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GENERAL OUTLINE

VOLUMES I, II, III AND IV

VOLUME I — EXECUTIVE SUMMARY, SUMMARY OF FINDINGS, AND RECOMMENDATIONS

VOLUME II — IMPACT ANALYSIS

- CHAPTER I - Purpose and Methodology
- CHAPTER II - Impact of the Migrant Education Program on Migrant Students
- CHAPTER III - Services Provided to Migrant Students by the Migrant Education Program
- CHAPTER IV - Paraprofessional Program Aides
- CHAPTER V - Home-School Relationships
- CHAPTER VI - Advisory Councils
- CHAPTER VII - Staff Attitudes
- CHAPTER VIII - Parental Attitudes

VOLUME III — STATE ASSESSMENT

- CHAPTER IX - Role Definitions for Management Functions
- CHAPTER X - Sample State Management Practices
- CHAPTER XI - Noteworthy State Management Practices
- CHAPTER XII - Coordination and Community Involvement
- CHAPTER XIII - Staff Development
- CHAPTER XIV - Migrant Student Record Transfer System (MSRTS) Assessment
- CHAPTER XV - Program Issues

VOLUME IV — APPENDICES

- APPENDIX A - Noteworthy Projects
- APPENDIX B - Supplementary Data and Calculations for the Recommended Estimation Method, Volume I
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CHAPTER I

PURPOSE AND METHODOLOGY

INTRODUCTION

This is an evaluation of the impact of ESEA Title I Programs for Migratory Children of Migratory Agricultural Workers. The primary focus of the Title I migrant programs is to identify and meet the special needs of migrant children through provision of remedial instruction, health, nutrition and psychological services, cultural development, and pre-vocational training and counseling. Special attention is given to the development of language skills in both standard English and the child's native language. The objective of this study was to determine the extent to which the federal program has succeeded in meeting the needs of the migrant child.

This report provides information on the qualitative and quantitative assessment of the impact of PL 89-750 programs on the state education agency (SEA) and local education agency (LEA) level, factors accounting for observed variations in impact, and the extent to which federal funds were used to supplant rather than supplement other funding sources.

PURPOSE

The purpose of this research is to fulfill the legislative mandate authorized by the 1972 Education Amendments, Section 507, which state in part that:

(1) The commissioner shall conduct a study of the operations of Title I of the Elementary and Secondary Act of 1965 as such title affects the education of migratory children of migratory agricultural workers. Such study shall include an evaluation of the specific programs and projects assisted under such Title I for such children, with a view toward the assessment of their effectiveness, and shall include a review of the administration of such programs and projects by the states.

(2) Not later than December 31, 1973, the commissioner shall submit a report on the study required by paragraph (1), which report shall contain a statement with respect to the effectiveness of individual programs and projects assisted under such Title I with respect to migrant children, an evaluation of state administration of such programs and projects, and make recommendations for the improvements of such programs and projects.

The three principal features included in this study are:

1. An assessment of the current performance of the following functions by 10 selected states operating migrant programs:

- Identification and recruitment of eligible children,
- Assessment of the needs of migrant children for special education and supportive services,
- Allocation and delivery of funds to the appropriate service areas,
- The designing of projects to meet the special needs of migrant children,
- Project implementation,

- Evaluation of project effectiveness,
- Monitoring project progress for potential improvement,
- Coordinating state programs and projects with similar programs and projects serving migrant families, and
- Revision of project treatments and formulation of plans for the future which reflect projected changes in size, composition and mobility of the beneficiaries.

2. Local project assessment within the 10 selected states regarding the effects of the project on the children and parents, the mode of delivery and the identification of project characteristics which appear to be associated with a positive impact on the participating children.

3. Identification and assessment of noteworthy projects to serve as possible models for replication in other PL 89-750 programs.

SURVEY PLAN AND SAMPLE DESIGN

State Sample

A ten-state sample was selected out of the 48 states participating in the PL 89-750 program. The criteria applied to the selection of the sample states were:

a) coverage of PL 89-750 funds,

b) geographic distribution within the major migrant streams,

c) coverage of alternative approaches to education of migrant children.

The selected ten sample states have received about seventy percent of the PL 89-750 funds since the inception of the program, are the key states within the main migrant streams, and provide comprehensive coverage of state approaches in the distribution and use of PL 89-750 funds. 1/ Of the ten sample states, three are base states and seven are receiving states. 2/

Project Sample

From the ten-state sample, USOE determined that a sample of 100 projects would be sufficient to provide total program coverage in a full descriptive study. Of the 100 projects 72 were to be selected randomly from the ten sample states and another 28 were to be chosen on the basis of their potential as exemplary projects.3/ Out of the 28, 20 case studies were to be written to emphasize the characteristics of projects considered to be demonstratively successful.

1/ The sample could contain a bias in that only 10 largest dollar programs were sampled. States with small dollar programs may or may not be similar to the sample states.

2/ The RFP called for four base states and six receiving states, with Arizona the fourth base state. To enlarge the percentage of PL 89-750 fund coverage and the coverage of the eastern migrant stream, North Carolina was substituted for Arizona.

3/ These projects are referred to in this report as "Noteworthy Projects".

In the first review of the state plans (OE Form 4389), it was found that California has established six regions for migrant education, with each region considered as a project. All the LEAs in a region which receive PL 89-750 migrant funds are operating under the one project for that region. The six regions in California encompass 258 LEAs. It was also found that New Jersey has a single state project for operating the migrant program in the state. Consequently, to ensure uniformity of coverage, the LEA was used as the primary sampling unit for selecting the 72 projects.

To select the sample of 72 LEAs the ten states were stratified by home states (3) and by receiving states (7), since they represent two distinct types of projects and learning activities. The method was to allocate the 72 projects (LEAs) to be visited to both categories of states, considering the factors of the percentage distributions between the two groups of migrant child days, number of migrant children served, amount of PL 89-750 funds, and number of LEAs. Percentages based on child days, children served, and funds all overemphasized the home states, putting 71 to 80 percent of the 72 LEAs in the home states. However, the percentage distribution of the total number of LEAs provided the balance desired in the study, with 58.9 percent of the sample projects allocated to the home states and 41.1 percent to the receiving states. Thus, 42

projects were to be visited in the home states and 30 projects in the receiving states. 4/

The sample LEAs were distributed by state within the two categories. The distribution was based on each state's proportion of the total number of migrant child days in its group. Table I-1 shows the total number of LEAs with migrant education, the migrant child days (in thousands) in each state, the percentage distribution of migrant child days, and the number of sample LEAs by state resulting from the state percentage being multiplied by the total sample LEAs.

Migrant child days were used as the basis for distribution by state to give emphasis to states that have more intensive educational activities as measured by migrant child days.

4/ Alternatives to LEA Selection. One sampling alternative considered was to randomly select 72 LEAs from the list of 660 LEAs receiving PL 89-750 funds in the ten sample states. This approach was discarded because it overemphasized the receiving state LEAs, which have fewer migrant children and less activity as measured by migrant child days (i.e., the number of migrant children served times the number of school days per child, obtained from the state plans). For example, the expected value of the number of LEAs to be selected in New York State was twice as great as for Florida, even though Florida serves over eight times as many migrant children. This approach, while representative, does not provide the desired coverage of learning activities.

Another alternative considered was to weight the LEAs by migrant child days selecting the number of LEAs in a state according to the state's proportion of total migrant child days in the ten sample states. This approach was discarded because it overemphasized the home states, with 80 percent of the sample LEAs falling in the home states and only one or two LEAs selected in each receiving state. This approach, then, did not provide adequate coverage of activities in the receiving states.

TABLE I-1

DESIGN FOR PROJECT AND SCHOOL SAMPLE SELECTION BY STATE

	Total No. of LEAs with Migrant Education	% of Total LEAs with Migrant Education	LEA Sample Distribution by Base and Receiving States	Migrant Child Days (Thousands)	% of Migrant Child Days	LEA Sample Distribution by State	School Sample Distribution by State
Base States							
California	258			9,036	39.7	17	51
Texas	103			7,580	33.3	14	42
Florida	28			6,136	27.0	11	33
Subtotal	389	58.9	42	22,752	100.0	42	126
Receiving States							
Colorado	42			940	16.5	5	15
Michigan	29			757	13.3	4	12
New Jersey	21			923	16.2	5	15
New York	59			380	6.6	2	6
North Carolina	36			580	10.2	3	9
Ohio	36			952	16.7	5	15
Washington	48			1,176	20.5	6	18
Subtotal	271	41.1	30	5,708	100.0	30	90
TOTAL	660	100.0	72	28,460		72	216

SOURCE: FY 1973 "Application for Program Grant" (State Plans) OE Form 4389.

NOTE: Florida LEA's are conformal with county boundaries.

The specific LEAs were drawn randomly within a state from a list of all PL 89-750 LEAs in the state.

Up to three schools were to be visited at each sample LEA. Visits to three schools teaching migrant children per LEA were considered as adequate coverage. The last column in Table I-1 displays the maximum number of schools to be visited in each state, which was derived by multiplying the number of sampled LEAs by three.

Specific school sites were selected at random from a listing of the names of all participating schools in each selected LEA.

Sample Design for Interviews at the Sampled Schools

In each of the sample schools in a sampled LEA, the following persons were to be interviewed:

1 Principal
2 Teachers of migrant pupils
1 Aide
1 Volunteer
3 Migrant pupils
2 Advisory committee members
The Parents of migrant children

The two teachers were selected randomly by the interviewer from a list of teachers of migrant pupils in each school. The aides, volunteers, and pupils in the classes taught by those teachers were listed and randomly selected by the interviewer. If there were no aides or volunteers assisting

the selected teachers, then a list of all aides and volunteers who assist in the teaching of migrant children was used to randomly select one aide and one volunteer.

The parent or parents of the three randomly selected migrant pupils in the school were to be interviewed.

The two advisory committee members, if there was an advisory committee, were to be randomly drawn from the list of committee members.

THE EVALUATION SAMPLE

Of the 216 schools which the sample design set as a maximum sample size, 162 schools were actually visited in the field. This was because some LEAs operated less than three schools with P.L. 89-750 funds. Table I-2 shows the number of schools sampled as well as the numbers of projects and LEAs sampled by state, base states and receiving states categories.

In each of the sampled schools, the sample design called for specified numbers of individual to be interviewed. Table I-3 shows the number of principals teachers, aides, students, advisory council members and parents who were actually interviewed. The numbers are aggregated by state, base states, and receiving states. Table I-4 shows a comparison between the number specified to be interviewed as determined by the sample plan and the number actually interviewed. Differences between the possible sample sizes and the actual sample sizes are generally due to the organizational structure of particular

TABLE I-2

FY 1973 TOTAL FUNDED P.L. 89-750 PROJECTS AND STUDY SAMPLE OF MIGRANT EDUCATION PROJECTS, LEA'S AND SCHOOLS BY STATE

SAMPLE STATES	FY 1973 TOTAL FUNDED PROJECTS[1]	NUMBER OF PROJECTS SAMPLED	NUMBER OF LEA'S SAMPLED	NUMBER OF SCHOOLS SAMPLED
Base States	(137)	(31)	(42)	(115)
California	6	6	17	49
Florida	28	11	11	26
Texas	103	14	14	40
Receiving States	(251)	(28)	(32)	(47)
Colorado	42	5	5	9
Michigan	29	6	4	14
New Jersey	1	1	7	7
New York	59	2	2	2
North Carolina	36	3	3	3
Ohio	36	6	6	6
Washington	48	5	5	6
Totals	388	59	74	162

[1]From FY 1973 "Application for Program Grant" (State Plans) OE Form 4389

TABLE I-3

STUDY SAMPLE OF PRINCIPALS, TEACHERS, AIDES, STUDENTS
ADVISORY COUNCIL MEMBERS AND PARENTS

	Principals	Teachers	Aides	Students	Adv. Council	Parents
Base States	(99)	(211)	(100)	(308)	(55)	(308)
California	45	99	36	141	21	131
Florida	21	43	23	65	9	45
Texas	33	69	41	102	25	98
Receiving States	(32)	(90)	(58)	(127)	(32)	(121)
Colorado	6	16	8	24	5	24
Michigan	11	26	22	35	12	37
New Jersey	7	14	10	22	0	14
New York	0	5	2	6	2	6
North Carolina	2	7	3	8	4	10
Ohio	5	12	7	18	2	14
Washington	1	10	6	14	7	16
Totals	131	301	158	435	87	395

TABLE I-4

COMPARISON OF POSSIBLE WITH ACTUAL SAMPLE SIZES OF PRINCIPALS, TEACHERS, TEACHER AIDES, STUDENTS, ADVISORY COUNCIL MEMBERS AND PARENTS BY BASE AND RECEIVING STATES

	Principals	Teachers	Aides	Students	Adv. Council	Parents
Base States						
Possible	115	230	115	390	230	390
Sample	99	211	100	308	55	274
Receiving States						
Possible	47	94	47	141	94	141
Sample	32	90	58	127	32	121
Total						
Possible	162	324	162	531	324	531
Sample	131	301	158	435	87	395

LEAs, schools and classrooms which omitted some of the individuals sought for interviews (e.g., some project directors were also principals, some projects did not have principals, aides, advisory committees, etc.). Some individuals could not be reached for interviews. Some students in pre-school programs were eliminated from the sample because little or no usable information was being collected by the interview guides. Volunteers were not found in many schools so that this category was dropped from the analysis for those schools.

The overall sample included 59 projects of the 388 identified within the ten sample states. This constituted a 15% sample of the projects in the ten states. Seventy-four LEAs were sampled out of the 660 participating in the migrant program in the ten sample states. This constituted an 11% sample of the LEAs.

ANALYSIS DESIGN

Through a cross section of states, projects, LEAs, schools and classrooms, using an individually administered interview guide and secondary data sources, the dollars, personnel, facilities, equipment, services and management inputs into the migrant education process were identified and measured or described. These inputs, as they come together in various and different mixes, comprise what can be described as the education process. Through the use of the survey guides, the different input mixes can be described, measured and accumulated at different levels of aggregation as the education process. This method is not designed to measure the quality of education by

quantitative techniques. Some attitude questions were asked of teachers and teacher aides to determine their perceptions of the education process. Attitude questions were also asked of migrant students and their parents to assess their perceptions and the impact of migrant education on their lives.

DATA COLLECTION

To identify inputs into the education of migrant children and those activities which comprise the education process, areas of inquiry were identified early in the study as being relevant to the education of migrant children. The intent was an exhaustive listing for data collection. Each area of inquiry was matched with the type of respondent who was thought to best provide the information sought or corroborate information from other respondents. The identified areas of inquiry and the respondents are shown in Table I-5.

The survey guides used in the field interviews for each type of respondent were developed with questions taking one of the following seven forms:

1. Numerical
2. Yes or No, single answer
3. Yes or No, checklist
4. Descriptive open-ended, if yes or if no
5. Descriptive open-ended, of facts or situations
6. Descriptive open-ended, of attitudes
7. Descriptive closed-ended, rating

TABLE I-5

AREAS OF INQUIRY BY TYPE OF INTERVIEWEE

Areas of Inquiry	Project Director	Principal	Project Teacher	Aide/ Volunteer	Advisory Committee Member	Parent at Camp	Migrant Child
School District							
A. Overall school district data to provide context for project							
1. Enrollment	X	X					
2. SMSA classification	X	X	X				
3. Project-teacher ratios	X		X				
4. Grades covered	X						
5. Total migrant children in district	X	X					
6. % migrant children enrolled	X						
7. District expenditures and revenues by source							
Project							
A. Length of project existence	X						
B. Number of migrant children served by project							
1. From this school district	X	X					
2. From other school districts in state	X	X					
3. From other states	X						
4. Breakdown by grade and age group	X		X				
C. Eligibility criteria for project							
1. What they are for migrant children	X	X	X		X		
2. How they differ from nonmigrant children	X						
3. Recent changes	X	X					
D. Funding for project							
1. Operating and capital expenditures	X						
2. Expenditures by category	X						
3. Revenue by source	X						
4. Number of staff funded, by category of personnel	X						

TABLE I-5 (continued)

E. Funding continuation after loss of federal funds								
1. Plans for continuation	X							
2. Other sources of funds	X							
F. Coordination and cooperation with other programs								
1. Other migrant programs in district	X							
2. Joint planning	X		X					
3. Sharing of resources	X	X	X					
4. Other coordination and cooperation	X	X						
G. Educational activities								
1. Distribution of migrant children by class and grade	X		X					
2. Degree of integration or segregation of migrant children	X	X	X					
3. Placement grouping and tracking of migrant children	X		X					
4. Staffing								
a. Use of aides and volunteers	X			X				
b. Preservice and inservice training	X		X	X				
c. Staff representativeness of and familiarization with ethnic and cultural characteristics of children	X		X	X				
d. other pertinent staff qualifications	X			X				
e. Staff assignments	X			X	X			
f. Pupil-teacher ratios in classes with migrant children	X		X	X				
5. Curriculum								
a. Unique materials being used to teach migrant children	X		X	X				
b. Programs for older migrant children	X							
c. Approaches for developing positive self-concept for migrant children	X		X	X				
d. Language skills, use of native language, and improving communication skills	X		X	X		X	X	
e. Learning activities relating to day to day functions of migrant child	X		X					
f. Teaching techniques	X		X	X				
g. Child evaluation process	X	X	X	X				
h. Teacher activities to improve understanding of and communication with migrant parents	X	X	X	X		X		
i. Parent participation	X		X	X	X	X	X	

TABLE I-5 (continued)

H. Nutrition services							
1. Meals served	X		X			X	X
2. Inclusion of ethnic foods							
I. Health services							
1. Physical exams, by whom, and frequency	X		X			X	
2. Other health services provided	X		X			X	
3. Personal hygiene classes	X		X				
4. Dental exams and frequency	X		X			X	
5. Dental work	X		X				
6. Oral hygiene classes							
J. Psychological services	X		X			X	
K. Advisory Committee							
1. Selection process	X				X	X	
2. Composition and organization	X				X	X	
3. Role and activities	X				X	X	
4. Attitudes about effectiveness	X				X	X	
L. Constraints on project and unmet needs							
1. Constraints by degree of importance	X	X	X			X	
2. Unmet needs	X	X	X			X	
M. Project evaluation							
1. Frequency	X		X	X			
2. Who conducts	X			X			
3. Types of evaluations	X		X				
4. Examples							
N. SEA Assistance							
1. Planning assistance and effectiveness	X	X	X				
2. Responsiveness of SEA	X	X	X				
3. Technical assistance and effectiveness	X	X	X				
O. Attitudes toward project	X		X	X	X	X	X
P. Opinions on impact of project on migrant children and recommendations for improvement	X	X	X		X	X	

TABLE I-5 (continued)

Q. Migrant student record transfer system (MSRTS)			
1. Usefulness of data	X	X	X
2. Reliability of data	X	X	X
3. Ease of use	X	X	X
4. Assessment of system	X	X	X

For the analysis the data collected in the survey forms was organized by subject areas. The 15 subject areas selected for the analysis are shown in Table I-6.

ANALYSIS

The analysis method was to compile the answers to questions by subject and type of respondent and aggregate the data by state. From the aggregated data measures of central tendency were derived and reported. Where deviations existed other compiled survey data or secondary source data were examined to substantiate the finding and to attempt to find an explanation. The state was selected as the first level of aggregation for tabulation of the data collected in the interview guides. General program characteristics as reflected by the state are the primary focus of interest rather than specific project or school practices and procedures. The second level of aggregation is the sum of base states and the sum of the receiving states, as the program characteristics are different for each. Some east-west aggregations were made where geographical location might be expected to determine program characteristics.

Five types of charts were developed to display the aggregated descriptive material. The five chart types and their form are shown below:

Type	Form
1. Numerical	single or multiple rows multiple columns (states, base states, receiving states)

TABLE I-6

SUBJECT AREAS FOR ANALYSIS

1. Program Management
2. Project Implementation
3. Fiscal
4. Staff
5. Enrollment
6. Training - preservice, inservice
7. Services - needs, assessment, class placement, services offered
8. Coordination
9. Community Involvement
10. Home-School Relationships
11. Evaluation
12. Staff Attitudes
13. Parent Attitudes
14. Student Attitudes
15. MSRTS

2.	Yes or No Single answer	single row (percent Yes) multiple columns (states, base states, receiving states)
3.	Yes or No checklist	multiple rows (percent for each item on checklist) multiple columns (states, base states, receiving states)
4.	Descriptive open-ended	multiple rows (percent for each item listed) multiple columns (states, base states, receiving states)
5.	Descriptive closed-ended	bar chart or weighted average for base states and receiving states

Respondee sizes are included for each chart presented and can differ from the actual sample size due to non-response, incorrect response which was found in the editing of the data, or in the preparation for and execution of the data processing.

Respondee sizes are indicated in the charts as sample sizes or approximate sample size. They are whole number values to be distinguished from the majority of chart entries which are percentages as indicated in the chart titles.

LIMITATIONS OF THE STUDY

Due to the emphasis of this study in providing a comprehensive detailed description of total program activities, the sampling plan was designed to provide an in-depth view of program activities. This precluded the use of large samples to which sophisticated statistical analysis techniques could be applied. The validation of results had to be accomplished by other means. The basic method of validation was to corroborate findings by comparing questionnaire responses of individuals at various levels in the program organizational structure. Central tendencies in the responses to the questions were often apparent, as well as variability between states which is treated by the narrative discussions. Differences in the central tendencies relative to the base states and receiving states are also noted, although aggregation above the state level loses the effect of specific state management and program practices.

The exploratory nature of the study, in terms of identifying areas in which hypotheses may be formulated and tested as a result, led to the collection of data which provides a base point in terms of further study efforts. Some areas of inquiry provided data which seem irrelevant to the particular problems of educating migrant children. Other areas of inquiry were identified by the study. Again, these inferences were made on the basis of central tendency and corroboration, or the lack thereof, by using the small samples that were designed and approved in the sampling plan.

In some cases, the data were derived from a numerically small group of respondents who, in fact, constituted the universe of respondents. Such was the case of the California project directors. However, this was not typical of the evaluation as a whole. No attempt was made to draw a sample of projects statistically representative of the total national program as discussed in the sample design.

CHAPTER II

IMPACT OF THE MIGRANT EDUCATION PROGRAM ON MIGRANT STUDENTS

THE VICIOUS CIRCLE

Historically, the migrant child has been, as have all disadvantaged children, the victim of a vicious circle from which he cannot extricate himself. The circle begins with his late entry into the educational system, partly because of his parents' attitudes toward education, and ends with his own child's late entry into the educational system, partly because of his attitude, as a parent, toward education. Figure II-1 shows the other elements of the circle.

EFFECT OF THE MIGRANT EDUCATION PROGRAM ON THE VICIOUS CIRCLE

Some surprises were found in studying the efforts of the Migrant Education Program to attack certain areas of the vicious circle. These surprises suggest that traditional migrant patterns and attitudes are changing.

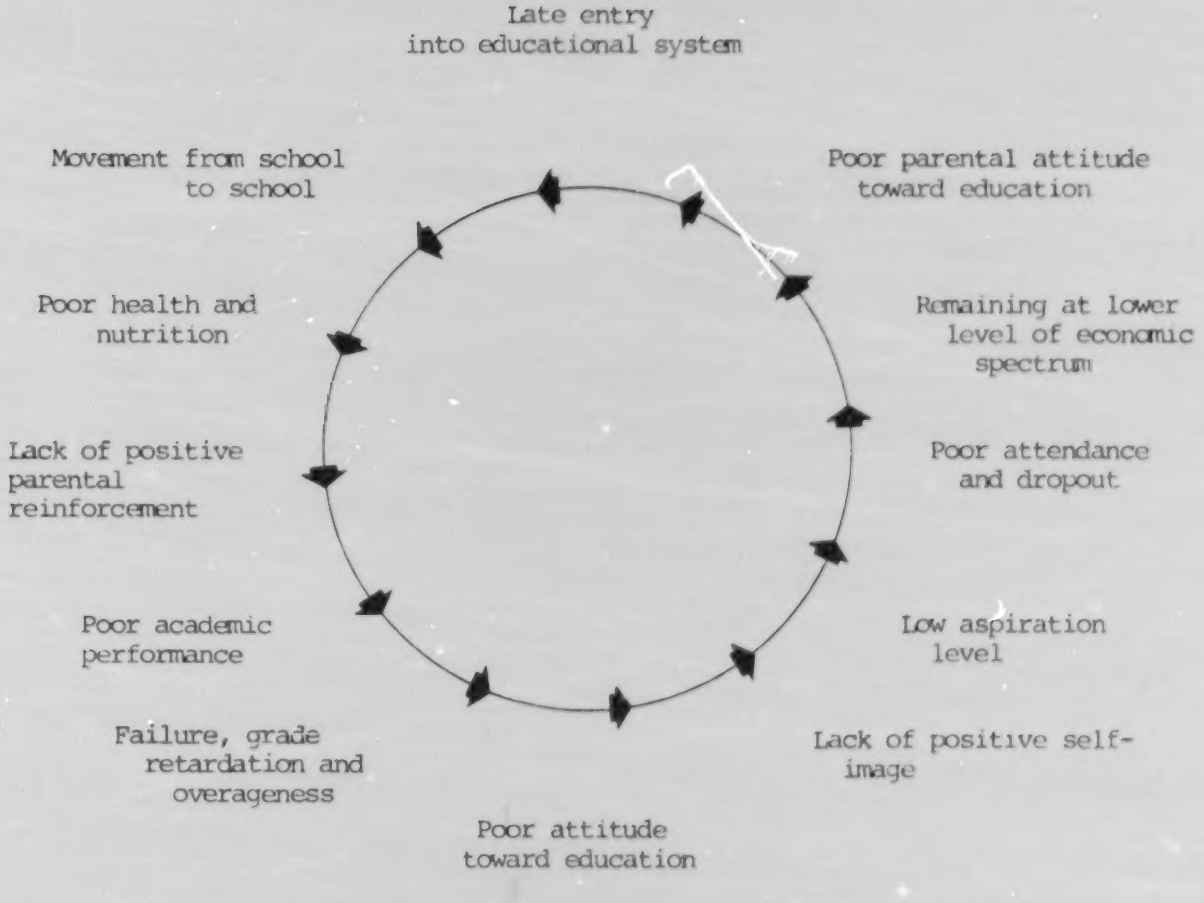
Late Entry Into The Educational System

Late entry into the educational system has historically been a handicap to migrant students. The social and educational skills provided by preschools are especially important to them, but most migrant children do not attend preschools. According to most past studies of migrant workers, this late entry was the result of two problems:

1. Parental attitudes toward the value of education were poor.

FIGURE II-1

THE VICIOUS CIRCLE


Late entry into educational system
Poor parental attitude toward education
Remaining at lower level of economic spectrum
Poor attendance and dropout
Low aspiration level
Lack of positive self-image
Poor attitude toward education
Failure, grade retardation and overageness
Poor academic performance
Lack of positive parental reinforcement
Poor health and nutrition
Movement from school to school

The parents saw no value in sending the child to school until they were forced to do so and might keep the child home to work, or to babysit younger sisters and brothers.

2. Preschool programs and facilities were scarce, particularly in rural areas, and were not available to most migrant children even if their parents wished to send them.

The theory that parental attitudes toward education are a cause for the migrant children's late entry into school is not supported by our data. Results of the study, as outlined by Chapter VIII, indicate that migrant parents are aware of the need for education and of the value of education.

Parents are aware that having young children with them in the fields is dangerous and that day care and preschool facilities are necessary. The following article, printed in the September 14, 1973 edition of the Los Angeles Times, is an example of an all-too-common occurrence among children of all ages while in the fields.

> A four-month-old baby left in a basket while his mother worked in a vineyard near the Fresno County town of Caruthers was killed when the basket was struck by a tractor. Officers said Richard Perez was driving a tractor down a row of vines when it struck the basket and threw the infant, Jose-Antonio Gomez, beneath the wheels of a gondola the tractor was towing.

The head teacher at Dixon Camp in California told our staff that families sleep outside the fence the night before the camp opens so that they will be able to secure a house and, more important, that their children will be able to attend the camp's day care and preschool center, which is open only to those who live there. In this way both

parents are free to work and older children are free to attend regular school or summer school.

Lack of preschool facilities seems to be the main reason for the late entry of migrant students into the educational system. In many areas, particularly rural areas, the necessary building space, transportation facilities, and staff are not available. Nor are the funds for their development available.

Of the migrant education projects that were visited, 90% in the home base states and 87% in the receiving states indicated that they did not have preschool facilities available to all children. Eighty-three percent of the projects visited in the base states and 89% in the receiving states did not provide or augment any preschool services with funds from P.L. 89-750. These data are not representative of the situation in all states, since at least two of the base states have early childhood programs and all of the states have various individual projects with preschool components. The data are based on the projects that were visited and serve to show only that preschool facilities are the exception rather than the rule.

Movement From School to School

Movement from school to school has been one of the reasons often cited for teachers' failure to get to know individual migrant students, and for the students' failure to become assimilated into the activity of the school. The constant movement resulted in a lack of continuity in instruction which frustrated the migrant students in their attempts at learning.

Lack of continuity in instruction from state to state does indeed exist and is treated in Chapter III on Services.

However, the traditional view of the migrant child as attending many schools was not proven true by the study. The parent of each child that was interviewed was asked to name the number of schools that the child had attended during the last year and the state each school was in. Of the 294 parents who responded, 246 (83%) said that their child had attended only one or two schools in the past year. Only six parents (2%) said their child had attended more than four schools in the past year.

Data from interviews with the project directors support the information supplied by the parents and show that a significant number of students, particularly in the base states, return to the same school district for more than two consecutive sessions. These data are in the appendix.

During the interviews with parents and project personnel, two patterns became evident:

1. Rather than making several stops as they move northward, many families go directly to the receiving state in which they intend to work, stay there for the whole harvest season, and return directly to the base state from which they started.

2. State migrant education program personnel in the eastern stream reported that fewer children were traveling with the migrant crews. While the interview team was in Harnett County, North Carolina, the project director there stated that although there were several migrant crews in the county, there were no children in any of the crew camps. The children at the project were all from families living in separate tenant houses throughout the county.

In New Jersey and New York, project personnel indicated that fewer young children were migrating and that, in some cases, fathers and older brothers were migrating while the rest of the family stayed home.

Project personnel gave two possible reasons for the observations:

a. Parents are responding to the children's needs to stay in one area and not interrupt their education.

b. Crew leaders are not permitting children to travel with them because health and safety standards are less strict when there are no children.

Measuring The Academic Performance of Migrant Students

Public Law 89-750 requires the measurement of the effectiveness of programs that it funds. One means of measuring the effectiveness of an educational program is to determine the educational gains or the academic performance level of those in the program. Use of some form of testing or measuring instrument is required.

However, no instrument is specified for measuring these gains, and therefore it is difficult to make any comparison of test scores or gains registered in different states. Each state is free to use whatever test instrument it desires and the number of instruments used, even within one state, is substantial. Within the various programs of one state, the following tests were recorded as having been used to measure educational gains of migrant students:

1. California Achievement Test
2. California Test of Basic Skills
3. Stanford Achievement Test
4. McMillan Readiness Test
5. Metropolitan Achievement Test

6. Metropolitan Reading Test
7. Iowa Test of Basic Skills
8. Stanford Diagnostic Reading Test
9. Mental Ability Figure
10. Cooperation Sequential Test of Educational Progress

Among the states using only one test, the variation is substantial. The following tests have been used in various states to measure migrant student gains:

1. Cooperative Tests of Basic Skills
2. Wide Range Achievement Test
3. Developmental Test of Visual-Motor Integration
4. General Information Subtest of the Peabody Individual Achievement Test
5. Teacher - Motor Tests
6. California Achievement Test

Testing the educational gains of migrant students is difficult under the present system of testing for a number of reasons:

1. There is no one standardized test instrument that is used universally for placement purposes or to evaluate the educational gains of migrant students. It is very difficult to make generalizations about the migrant student population based on a wide variety of tests which may or may not have scores that are compatible.

2. Migrant students are not all tested at the same time. Some may be pre-tested only, some post-tested only, some both and others none. It is conceivable that a migrant student could receive one type of pre-test instrument in one school, another type of post-test instrument in another school, and be recorded on neither schools' statistics since the student did not take both tests at the same school.

3. In the short summer programs, the short time between pre- and post-tests may affect the scores on the tests because of a retention or practice factor.

4. Because only migrant students who are benefiting from P.L. 89-750 funds are tested, there is no way of knowing whether or not any educational gains among the students are the result of P.L. 89-750 funds and programs. In few cases has any attempt to establish control groups taken place.

Observations Based on Testing

Although the national testing of the educational gains of migrant students is not well standardized, a number of observations about the performance of the students can be made.

1. In accordance with the students' expressed opinions (presented later in this chapter) about how well they do in reading and arithmetic, the test data that the various states have compiled indicate in most cases that the students register greater gains in reading than in arithmetic over the same time period.

2. The various test results that have been published by the states indicate that those migrant students who are tested do indeed make educational gains between the pre- and post-tests. Tests administered in New York show the students as having made an average grade-equivalent gain in reading of four months and in arithmetic of slightly less than four months during the six to eight-week summer program.1/ Scores from tests administered in California indicate that migrant students who took a pre- and post-test, six months apart, experienced a gain of 6.16 months in reading and 5.72 months in arithmetic.2/

1/ Measuring The Difference, A Report Prepared by the Bureau of Migrant Education (Albany: New York State Education Department, 1972), p. 3-4.

2/ Annual Evaluation of the California Plan for the Education of Migrant Children Fiscal Year 1972, A Report Prepared by the Bureau of Community Services and Migrant Education (Sacramento: California State Department of Education, 1972), p. 23.

3. While the migrant students are making gains in education between pre- and post-tests, they are also functioning at a lower grade - equivalent level than expected for their grade or age group. Further, while the students continue to make gains as they advance in age, the gap continues to widen in grade-equivalents expected for their age group. Information from the Texas State Report, which is presented in graphical form in the appendix, demonstrates this widening gap in achievement as age and grade advance.3/

The following figures (Figures II-2 and II-3), extracted from a New York report, serve to further illustrate the point.4/

Failure, Grade Retardation, and Overageness

Failure, grade retardation and the resulting overageness no doubt play a large role in inducing migrant students as a group to drop out of school. The migrant parents were asked, "HAS YOUR CHILD EVER HAD TO REPEAT GRADES?" Twenty-two percent of the 220 parents responding in the base states and 37% of the 131 parents responding in the receiving states answered "yes". Overall, at least 27% of the children at the projects visited in the ten states had repeated grades according to their parents.

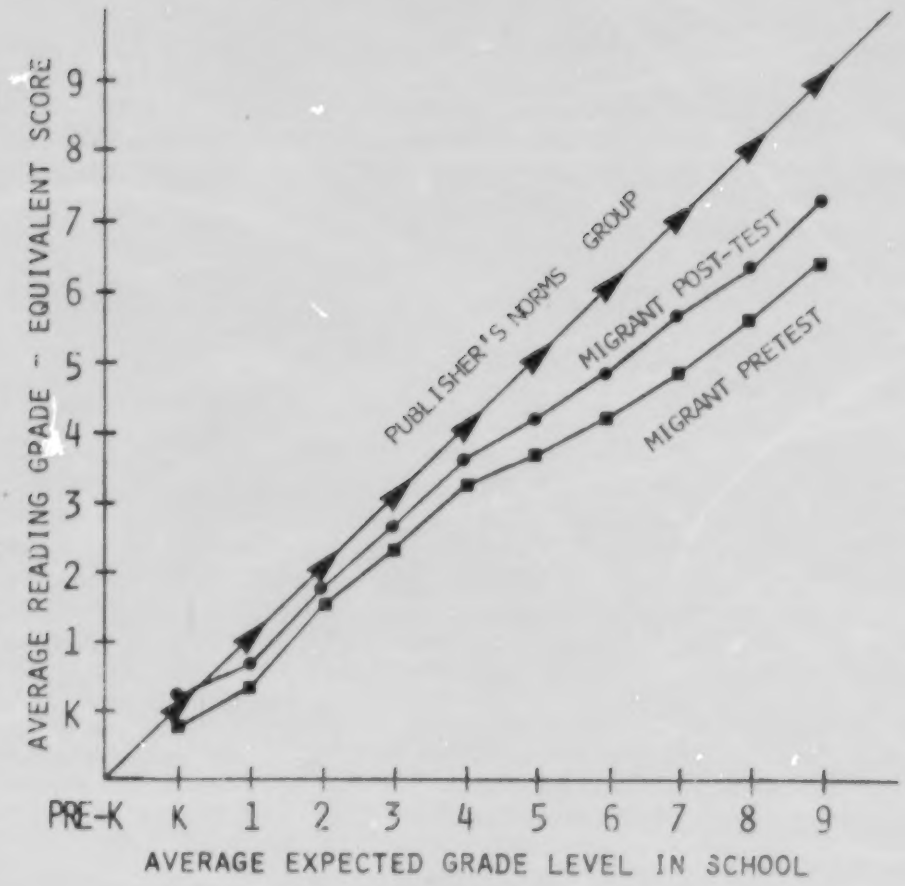
The principals at the schools which were visited were asked, "APPROXIMATELY WHAT PERCENTAGE OF THOSE CHILDREN HAVING TO FOLLOW THE CROPS HAVE TO REPEAT GRADES?" The principals indicated that about 20% of the migrant students have to repeat grades.

3/ Annual Report of the Texas Child Migrant Program 1971-72, A Report Prepared by the Division of Evaluation (Austin: Texas Education Agency, 1972), p.20.

4/ Measuring the Difference, Op. Cit., p. 5.

FIGURE II-2

GRADE-TO-SCORE RELATIONSHIP IN READING FOR MIGRANT STUDENTS IN NEW YORK STATE



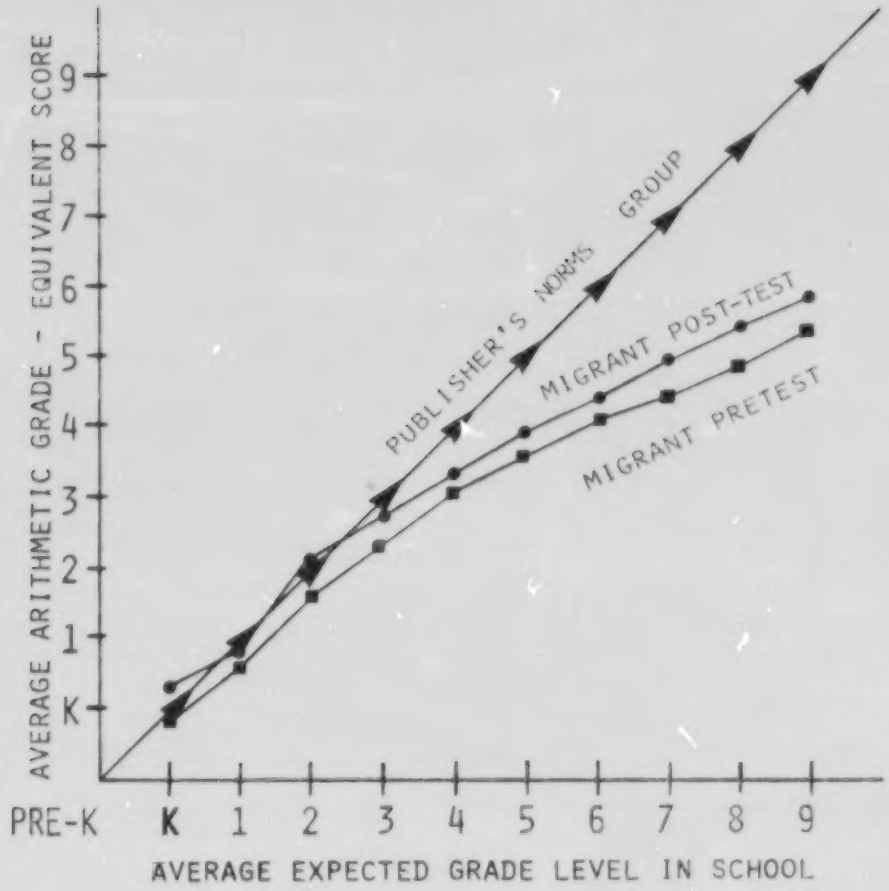
How does the achievement of migrant children compare with the achievement of children in the norms population?

In the norms population, the 'average' pupil entering grade 1, 2, or 3 had a grade-equivalent score of 1.0, 2.0, or 3.0, respectively. The children in this study, however, generally obtained grade-equivalents lower than did 'average' pupils of the same age in the norms group and the gap widened steadily from .23 points at the kindergarten level to 3.07 points at the ninth grade level.5/

5/ Ibid.

FIGURE II-3

GRADE-TO-SCORE RELATIONSHIP IN ARITHMETIC FOR MIGRANT STUDENTS IN NEW YORK STATE



How does the achievement of migrant children compare with the achievement of children in the norms population?

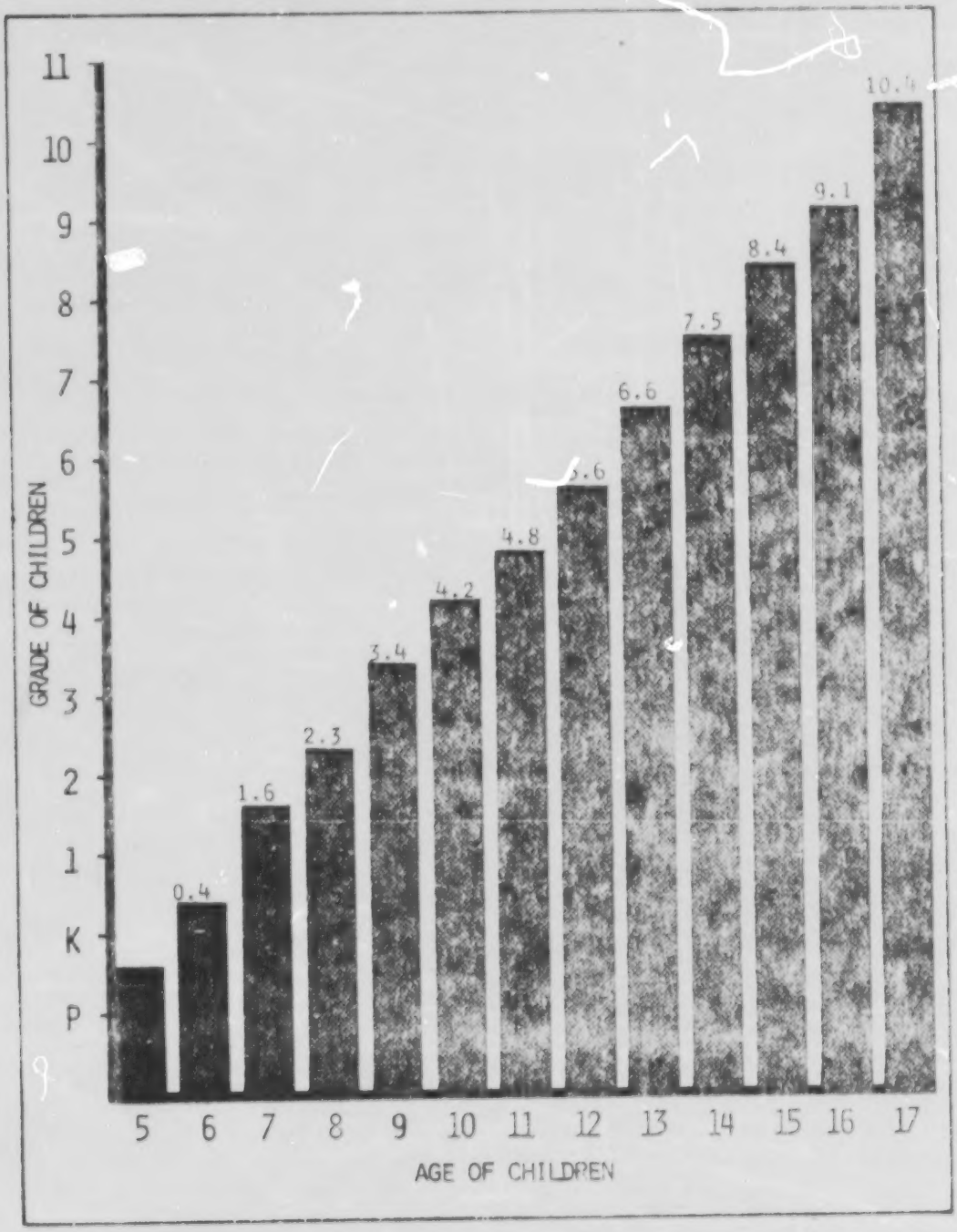
In arithmetic the gap between the scores of the norms groups and the migrant children increased from .11 points at the kindergarten level to 3.60 at the ninth grade level.

Figures II-2 and II-3 show the grade-to-score relationship in reading and arithmetic. Although they show a widening gap between the migrant group and the norms group, they do show a steady upward trend. This indicated that steady growth in both reading and arithmetic does occur among the migrant children, although at a slower rate than that of the 'average' pupil in the norms population. 6/

6/ Ibid.

Figure II-4 graphs the average grade level per year of age for all of the migrant students who were interviewed in both the base and receiving states. It shows that the average migrant students are from six months to one year behind what would be expected for that particular age group.

FIGURE II-4
AVERAGE GRADE LEVELS BY AGE OF MIGRANT CHILDREN INTERVIEWED



The following table indicates the average grade by age for migrant students in the interview sample from the three base states. Blank areas result from insufficient sample size.

TABLE II-1

AVERAGE GRADE BY AGE FOR MIGRANT STUDENTS WHO WERE INTERVIEWED IN CALIFORNIA, FLORIDA, AND TEXAS

Age of Migrant Students	Average Grade Levels Per State		
	CA	FL	TX
3	--	PS	--
4	--	PS	K
5	--	PS	K
6	1.0	0.3	--
7	1.5	1.0	1.3
8	2.3	--	2.1
9	3.4	--	3.2
10	3.8	3.5	3.9
11	4.4	4.0	4.5
12	5.6	--	5.4
13	6.5	6.5	6.5
14	7.5	8.0	7.3
15	8.6	8.8	7.8
16	9.5	9.0	8.7
17	11.0	10.0	9.5
18	11.0	--	--
19	--	--	12.0

SOURCE: Pupil Interview Guide, for this study.

Data collected by the study in the base states indicate that, when compared to the average percent of student population enrolled per grade for all children in the United states, a significantly higher percentage of migrant students are enrolled in the early grades, one through six, and a significantly lower percentage of migrant students are enrolled in the higher grades, seven through twelve. The findings, presented in graphical form in Figure II-5, closely parallel and support one of the results of an earlier study performed by the National Committee on the Education of Migrant Children.7/

Previously presented information indicated that many migrant students are overage for their grade level. Data from Texas indicate that by the second grade, 15 % of the migrant students in the seven-month schools, and 13 % in the regular schools, are overage. By the sixth grade, 40 % and 27 %, respectively, are overage.8/

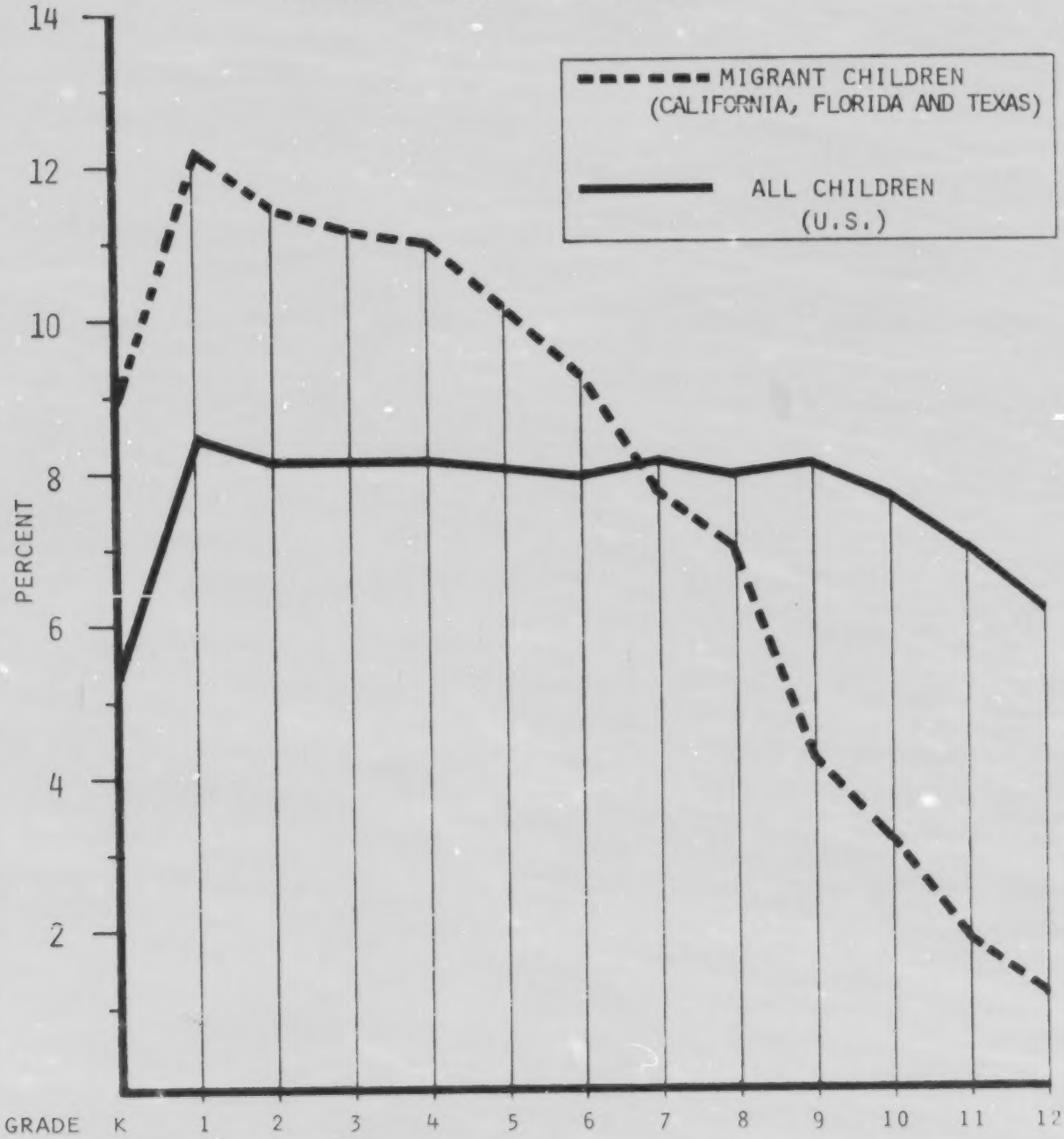
This large percentage of overage students, concentrated in the early grades and constantly falling further behind, provides a tremendous problem for the educational system and seems to set the stage for the dropout problem.

7/ National Committee on the Education of Migrant Children, Wednesday's Children, (New York: National Committee on the Education of Migrant Children, 1971), p. 30.

8/ Annual Report of the Texas Child Migrant Program 1971-72, Op. Cit., p.9.

FIGURE II-5

PERCENT OF TOTAL ENROLLMENT IN GRADES K-12 BY GRADE,
MIGRANT CHILDREN AND ALL CHILDREN



SOURCES : DIGEST OF EDUCATIONAL STATISTICS, 1971, P.25
PROJECT DIRECTORS INTERVIEW GUIDE, FOR THIS STUDY.
(CA, FL, TX)

Poor Attendance and Dropping Out

Traditionally, migrant students have been thought of as having poor attendance records at school and as dropping out of school before finishing.

Attendance

The results of the study appear to prove that the attendance of migrant students at school is improving. The students who were interviewed were asked if their parents ever asked them to stay home from school. Eighty-eight percent in the base states and 81% in the receiving states answered "no". While there may have been some reluctance to answer positively in the presence of a stranger, the percentages seem to be high enough to indicate that at least a substantial majority of the students are not being asked to stay home.

The principals of the schools which were visited were asked to describe the absentee rate of the migrant students. In the receiving states, twenty of the twenty-five principals who responded felt that the absentee rate of migrant students was average to very low. Three felt it was high and only two felt it was very high. In the base states seventy-five of ninety-seven principals who responded felt that the absentee rate was average to very low. Nineteen felt it was high and only three felt it was very high. Altogether about 80% of the principals felt that the absentee rate of migrant students was average to very low.

The parents who were interviewed were asked, "WHAT IS THE LONGEST YOUR CHILD HAS BEEN OUT OF SCHOOLS WHILE MOVING TO DIFFERENT LOCATIONS?" The 339 parents who answered the question responded as follows:

TABLE II-2

RESPONSES OF MIGRANT PARENTS, IN PERCENT, TO THE QUESTION, "WHAT IS THE LONGEST YOUR CHILD HAS BEEN OUT OF SCHOOLS WHILE MOVING TO DIFFERENT LOCATIONS?"

Percent of Parents	Number of Weeks
36.0	0
19.5	0 - 1
18.6	1 - 2
7.7	2 - 3
4.4	3 - 4
13.9	4 +
Sample Size 339	

The responses in this section of the students, parents, and principals, when added to the parents' previous indication that the majority of the students (83%) did not attend more than two schools in the past year, indicate that migrant student school attendance is not as low as had traditionally been thought.

Dropping Out

While the data indicate that the school attendance of those migrant students who remain in school is at least average, they also

indicate that the chances of a migrant student completing the twelfth grade are very poor.

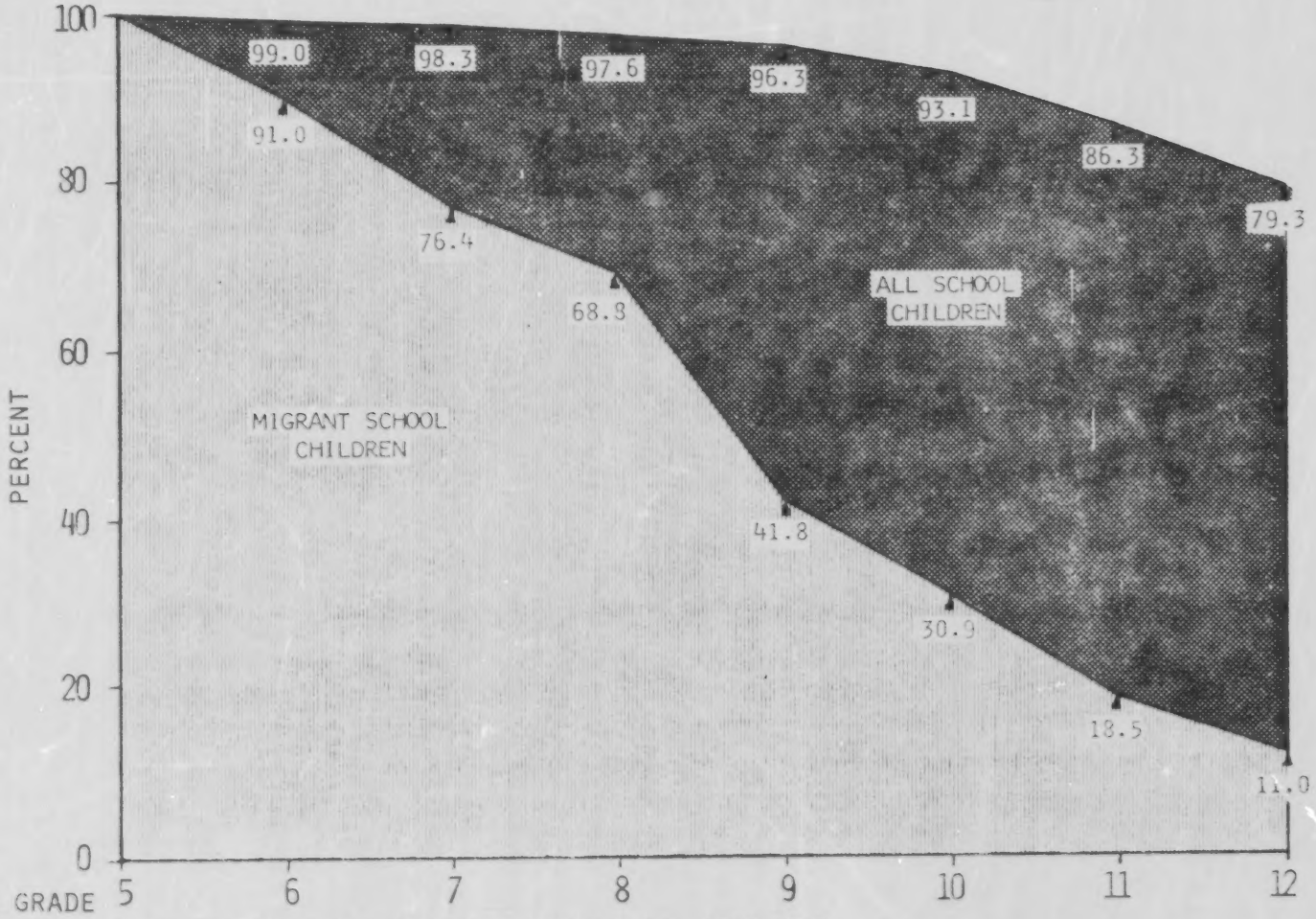
The graph in Figure II-6 shows the percentage of children entering successive grades in school, and can be used to compare the probability of entering successive grades of school for the average United States student population with that of the migrant student population. The average student population has about a 96% chance of entering the ninth grade and an 80% chance of entering the twelfth grade, but the migrant students have about a 40% chance of entering the ninth grade and a 12% chance of entering the twelfth grade.

The graph also indicates a rapid drop-out of migrant students immediately after the eighth grade. Table II-1, which has already been presented, indicates that the average age of migrant students in the base states between grades eight and nine is about fourteen to sixteen years. The table also indicates that, in this age range, the students take about three years to complete one grade level in Florida and Texas and two grade levels in California. In this age range, the students are about one and one-half to two years behind the grade-age equivalent.

Principals who were interviewed were asked, "WHAT ARE THE PRIMARY REASONS FOR MIGRANT STUDENTS DROPPING OUT OF SCHOOL COMPLETELY?" The principals were to respond yes or no to each of seven possible reasons:

FIGURE II-6

PERCENTAGE OF CHILDREN ENTERING SUCCESSIVE GRADES IN SCHOOL, MIGRANT CHILDREN AND ALL CHILDREN (GIVEN 5TH GRADE CHILD)



SOURCE: DIGEST OF EDUCATIONAL STATISTICS, 1971, P.9

PROJECT DIRECTOR'S INTERVIEW GUIDE, FOR THIS STUDY, (CA, FL, TX)

1. Physical
2. Economics
3. Marriage and/or Pregnancy
4. Lack of Communication Skills
5. Disciplinary Actions
6. Curriculum Inconsistent With Students' Needs
7. Other

Their answers were as follows:

TABLE II-3

PERCENT OF PRINCIPALS RESPONDING "YES" TO EACH OF SEVEN POSSIBLE REASONS FOR MIGRANT STUDENTS DROPPING OUT OF SCHOOL COMPLETELY

	Base States	Receiving States
Physical	3	5
Economics	75	62
Marriage and/or Pregnancy	5	10
Lack of Communication Skills	25	43
Disciplinary Actions	3	5
Curriculum Inconsistant with Students' Needs	15	43
Other	27	33
Sample Size	65	21

The principals were then asked, "WHAT HAS BEEN DONE TO PREVENT MIGRANT STUDENTS FROM DROPPING OUT COMPLETELY?" Their answers were coded into nine general areas. Many principals answered that they used more than one method. The principals in the base states who responded to the question answered 116 times, those in the receiving states answered 22 times. The answers were as follows:

TABLE II-4

SCHOOL PRINCIPALS' RESPONSES, IN PERCENT OF TOTAL RESPONSES, TO THE QUESTION "WHAT HAS BEEN DONE TO PREVENT MIGRANT STUDENTS FROM DROPPING OUT COMPLETELY?"

	Base States	Receiving States
Truant officer activities	5	5
Teacher speaking with parents at home/school	11	5
Providing services such as obtaining part-time jobs, free medical service, free lunches	12	18
Attempts to gear curriculum to child's specific interests	28	32
Providing transportation to/from school	2	0
Making parents aware of migrant program	6	9
Varying hours when child may attend school	9	5
Individual counseling	21	18
Nothing	6	9
Total number of responses	116	22

Table II-3 thus indicates that the principals consider economics to be the greatest cause of migrant students dropping out, and that lack of communications skills, and curriculum that is inconsistent with student needs, are also significant causes of dropping out.

However, when the principals were asked what was being done to prevent dropping out, about 50% of the responses referred to attempts to gear curriculum to the child's specific interests and individual counseling. It is difficult to see what effect, if any, either of these methods of preventing dropping out has on the economic problem of the migrant students, which the principals feel is the most pressing problem.

If the migrant economic problems are indeed the major cause of migrant students dropping out, then much more emphasis needs to be given to methods of dropout prevention that affect this area. Parental counseling, provision of services such as part-time jobs or free lunches, transportation, and varying hours so that a student may work and also attend school would seem to have much more effect on the economic problem than individual counseling or curriculum adjustment.

Roots of the Attendance and Dropout Problem

The problem of students dropping out of school does not usually become evident until the high school years in the average

United States student population, which has a 96% chance of entering the ninth grade. However, as shown by the graph in Figure II-6, the migrant student population has only about a 40% chance of entering the ninth grade. Obviously, since about 60% of the migrant students will be gone by the time they reach the ninth grade, it is necessary to treat the migrant dropout problem as early as possible.

The economic necessity to drop out of school can strike anyone at any time and is beyond the control of an educational program alone. Sudden death, injury or sickness, or the loss of a job by a parent, may force a student to drop out and take a job to help support the family. When this happens, a school or an educational program can help to lessen the problems of a student by providing special services that enable the student to hold a job and continue his education, and by acquainting the student and his family with other economic alternatives available to them.

There are, however, reasons for dropping out that are not economic and are within the area that can be affected by the education program. One of the most serious of these is overageness, which apparently results from lack of adequate preparation of students in the early school years. Data gathered by the study and presented in Table II-1 indicates that in California and possibly in Texas, it takes three years for the average migrant student to move about one grade level in the third and fourth grades, after which they never catch up.

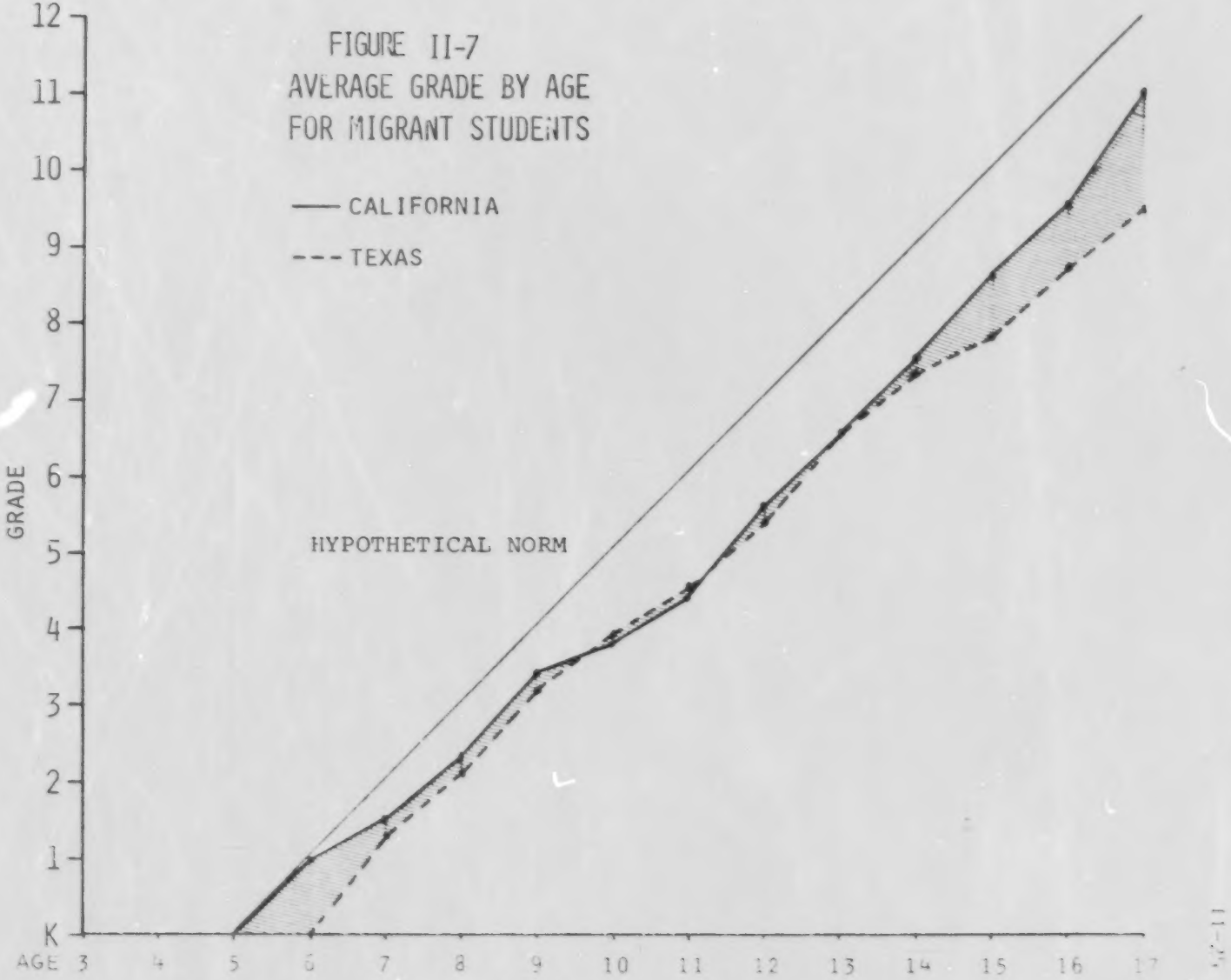
Since these are the grade levels at which students must begin to use their basic skills to develop other skills, the amount of time needed to pass through levels three and four may indicate that the development of the basic skills of these students has not been complete. Figure II-7 is a graphical representation of Table II-1 and dramatically indicates the problem at grades three and four.

Figures II-2 and II-3, presented in the subsection on testing, also show that the fourth grade level may be a problem point for many students. In both figures, the pre- and post-test scores of the migrant students in New York roughly parallel the scores of the norms group but at a lower level. However, between the third and fourth grade, the direction of the graph changes and the scores no longer parallel those of the norms group.

The test information from Texas, which was discussed in the subsection on testing and which is presented in the appendix, also shows that the migrant students are making gains, but at a level lower than one year of gain for one year of study. The graphs of the Texas test results, however, fail to indicate the change of direction at the third to fourth grade level.

The New York results were obtained from one standardized test, The Wide Range Achievement Test, in which the horizontal axis was controlled for the age of the students and the grade levels were estimated for the age groups. In Texas, the results were composites obtained from several different types of tests. In the Texas

FIGURE II-7
AVERAGE GRADE BY AGE
FOR MIGRANT STUDENTS



SOURCE: PUPIL INTERVIEW GUIDE, FOR THIS STUDY.

graphs, the horizontal axis was controlled not by age but by grade. The results of the scores for all children in a grade were apparently recorded for that grade regardless of the age of the children. Data from Texas show that a substantial percentage of the students in each grade are overage and that the percentage rises per grade until the eighth grade.9/

It can be hypothesized that if the Texas data were controlled by age, the pre- and post-test graph lines would be lower and their direction might more closely parallel the New York graphs.

It is apparent from data which is thought to be representative of migrant students in California and at least indicative for students in Texas, that a problem appears at the third to fourth grade level and that it is not being solved. The migrant students continue to lose ground compared to the norms population.

Dropouts which result from economic problems probably occur at somewhat higher age and grade levels, and are more easily prevented by actions taken at the time or slightly before the drop-out happens. Drop-outs which occur for academic reasons cannot be treated as they happen. Individual counseling, special hours, transportation, and part-time jobs or free meals probably make little difference to a student who is in the fourth grade and substantially behind the rest of the children of his age. These services cannot improve his academic

9/ Ibid.

knowledge. Apparently, as indicated by the widening gap between the migrant students and the norms population as age and grade increase, remedial instructions do not help either. They do not even keep the students from losing ground.

Dropouts resulting from academic problems must be treated as early as possible by special preschool and early grade remedial programs. Remedial instruction in the higher grades may only delay the ultimate dropping out.

Remaining At Lower Level of Economic Spectrum

As long as a person is working as a migrant agricultural worker in the migrant stream he will remain at the lower level of the economic spectrum. The Manpower Evaluation and Development Institute reported in 1971 that the average annual income of four thousand migrants and seasonal farmworkers who were part of a study was $2,201. 10/ The Department of Human Resources Development of the State of California, in its Annual Operational Summary of Migrant Family Housing Centers, stated that for 1972 the average annual income for the 2,873 families in the twenty-five centers was $2,925. Of the total number of families, 837 made less than $2,000 in 1972.11/

10/ U.S. General Accounting Office, Impact of Federal Programs to Improve the Living Conditions of Migrant and other Seasonal Farmworkers, Report to the Congress, 1973, p. 16.

11/ California Department of Human Resources Development, Annual Operational Summary Migrant Family Housing Centers, January - December 1972, A Report Prepared by the Migrant Services Section (Sacramento: Department of Human Resources Development, 1973) , p. 7.

The education program can do little to change the wages paid to migrant workers, but it can do much to demonstrate to migrant parents and children that alternatives are available, and to provide them with the skills necessary to seek the alternatives. The attitudes toward education and the aspirations of both migrant parents and students which are presented in this chapter and in Chapter VIII indicate that at least the demonstration of alternatives that are available has been accomplished.

Poor Parental Attitude Toward Education

The attitudes toward education expressed by migrant parents are shown in Chapter VIII to be generally positive. What will the attitudes of today's students be when they are parents themselves? Obviously, many of these migrant students will drop out of school. Even if all of the other factors that encourage dropping out could be eliminated, the pressing economic need to help support the family would still exist. However, even if a student must drop out, he will be a positive influence on his own children if his attitudes are positive enough, and they may be able to finish school and break out of the stream.

The development of these attitudes will be discussed in the final three sections of this chapter.

STUDENT PERCEPTIONS -- ATTITUDE, SELF-IMAGE, ASPIRATIONS

The responses of the students to the attitudinal questions

they were asked can best be analyzed by focusing on three major areas of the vicious circle:

- Attitude toward school
- Self-image
- Aspiration levels

Student perceptions in these three areas will do much to indicate the strengths or weaknesses of the PL 89-750 program.

Attitude Toward School

The students were asked about their feelings in four areas of their school experience:

- The complete school program
- Their subjects
- The school personnel
- Their desire to continue in school

Student Attitudes Toward the Complete School Program

Students were asked the question, "WHAT DO YOU LIKE ABOUT SCHOOL?" Their answers were placed in the following nine categories:

1. Food
2. Academic work
3. Arts and crafts or vocational work
4. Social activity or recreation
5. Music
6. Nothing
7. Do not know
8. Everything
9. Other

The students responded in meaningful numbers in only three of the categories. Although the category of food had been expected to appear, it did not.

TABLE II-5

RESPONSES OF STUDENTS BY STATES, IN PERCENT, TO THE QUESTION "WHAT DO YOU LIKE ABOUT SCHOOL?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Social Activity and Recreation	17.1	32.0	31.9	30.3	36.4	18.5	25.9	47.1	13.6	40.0
Academic Work	54.9	25.3	39.3	36.4	27.3	48.1	29.6	23.5	54.5	20.0
Vocational Work	6.1	16.0	5.2	9.1	10.9	14.8	7.4	11.8	9.1	20.0
Sample Size	164	75	135	33	55	27	27	17	22	5

The significantly higher numbers responding in the category of academic work in California, New Jersey, and Ohio and the correspondingly low percentages of responses in these states in the category of social activity and recreation cannot be explained by differences in the programs in these three states. The higher percentages of responses in the category of vocational work in Florida and New Jersey can perhaps be explained by the presence of the Earn and Learn Units in Florida and the Mobile Vocational Work Units in New Jersey.

When asked what they disliked about school, about one-fifth of all the students' responses were in the category of academic work. In many cases, students indicated that they liked one subject but disliked another, e.g., liked reading but disliked mathematics. The responses of 32.5% of the students in the base states and 57% in the receiving states indicated that there was nothing about school which they disliked. In the base states, 21.8% of the students responded in the "other" category

as did 7.5% in the receiving states. All of the remaining categories were answered by very small numbers of students.

As well as being asked what they liked or disliked about school, the students were asked, "HOW DO YOU FEEL ABOUT DOING YOUR SCHOOL WORK?" Their answers were very positive and quite uniform in most states. Overall, 80% said they felt good about doing their school work, 11% said they did not feel good about it and 8% did not know.

Student Attitudes Toward Their Subjects

Students were asked, "WHAT SUBJECTS DO YOU LIKE?" They responded as follows:

TABLE II-6

STUDENT RESPONSES BY STATES, IN PERCENT OF STUDENTS RESPONDING, TO THE QUESTION "WHAT SUBJECTS DO YOU LIKE?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Language Arts & Reading	39.5	25.8	40.2	45.2	31.1	40.0	28.6	31.6	29.0	40.0
Mathematics	24.4	26.8	33.1	19.0	20.0	31.4	28.6	26.3	32.3	60.0
Vocational Work Arts & Crafts	14.1	16.5	4.1	9.5	21.1	14.3	14.3	21.1	22.6	0.0
Music	1.5	3.1	0.6	2.4	8.9	2.9	5.7	0.0	6.5	0.0
Social Activity and Recreation	4.4	14.4	3.0	2.4	7.8	5.7	11.4	10.5	0.0	0.0
Social Sciences	10.2	8.2	12.4	11.9	4.4	2.9	5.7	10.5	3.2	0.0
Other Activities	5.8	5.2	6.5	9.5	6.7	2.9	5.7	0.0	6.5	0.0
Sample Size	205	97	169	42	90	35	35	19	31	5

There is very little difference between the base and receiving states in this area except that the students in the receiving states responded slightly higher in the category of vocational work arts and crafts. Students in the eastern stream responded somewhat lower in the language arts and reading category than those in the western stream, but slightly higher in vocational work arts and crafts, and also in social activity and recreation.

When asked, "WHAT SUBJECTS DO YOU DISLIKE?" , the students responded in significant numbers in four of the seven possible categories:

TABLE II-7

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION, "WHAT SUBJECTS DO YOU DISLIKE?"

	Base States	Receiving States
Language Arts and Reading	27.2	30.6
Mathematics	20.2	21.8
Social Sciences	15.6	5.4
None	21.8	32.0
Sample Size	302	147

There are a number of small differences and similarities among the separate states, between base and receiving groups, and between the two streams. A number of explanations could probably be given and there would be elements of truth in each. Some states may emphasize certain subjects, others may devote their time more evenly to many subjects.

The sample size has affected the data in some cases, such as Washington state, where only five students responded to the questions. None of the differences in responses are significant enough to justify comparisons among the states, regions or streams.

However, there are several important observations that can be made because of the similarity of the responses:

1. The students do have definite preferences or likes which they articulate. In very few cases did students respond with non-committal answers such as nothing, do not know, or everything.

2. The students' dislikes are not as strongly articulated and may in fact indicate a more positive attitude toward school, since 32.5% of the sample in the base states and 57% in the receiving states answered that they disliked nothing about school; 21.8% of the sample in the base states and 32.0% in the receiving states answered that there were no subjects which they disliked. There is the possibility that the students feared making criticisms or speaking out, but it does not seem likely since most of the interviewers found the children to be outspoken and straightforward once their initial suspicions of a stranger had been overcome.

3. Over one-third of the students indicated an academic interest. When asked what they liked about school, 43.3% and 34.9% in the based and receiving states respectively answered in the area of academic work; 23.2% and 20.0% respectively, responded that they disliked academic subjects.

   When asked specifically what subjects they liked or disliked, the students responded largely in the areas of language arts, reading, and mathematics. As previously stated, many students expressed likes and dislikes within the same area.

4. It is important that 25.4% of the sample in the base states and 29.6% in the receiving states responded that they liked the social activity and recreation aspect of school, but few considered social activities or recreation to be uppermost when asked what subjects they liked or disliked.

The data indicate that migrant students have a positive attitude toward their school work and regard school as a place for academic pursuits.

Student Attitudes Toward School Personnel

The attitudes of students toward school can be inferred both from their feelings as they meet daily situations and from their general likes and dislikes of school personnel.

Students were asked, "HOW DO YOU FEEL WHEN YOU GET UP IN THE MORNING TO GO TO SCHOOL?" Their responses indicate a positive attitude toward going. Overall, three-fourths of the students indicated that they felt good when getting up to go to school. Of the remaining one-fourth of the students, about half indicated they did not feel good about it and half did not know.

A slightly more positive attitude was expressed in the receiving states, probably owing to the nature of the summer program.

The students were also asked about their feelings when they encountered various school personnel.

TABLE II-8

STUDENT RESPONSES BY BASE AND RECEIVING STATES,
IN PERCENT, TO THE QUESTION
"HOW DO YOU USUALLY FEEL WHEN YOU SEE YOUR TEACHER IN THE MORNING?"

	Base States	Receiving States
Good	78.3	86.9
Undecided	12.9	7.6
Not Good	8.8	5.5
Sample Size	295	145

TABLE II-9

STUDENT RESPONSES BY BASE AND RECEIVING STATES,
IN PERCENT, TO THE QUESTION
"HOW DO YOU USUALLY FEEL WHEN YOU SEE YOUR PRINCIPAL?"

	Base States	Receiving States
Good	60.4	66.1
Undecided	17.5	26.8
Not Good	22.2	7.1
Sample Size	275	112

Responses of the students to their teachers are definitely positive - 81% of the students in the entire sample responded positively. The percentage of positive responses to the teachers is somewhat higher in the receiving states, probably because of the less threatening, less structured nature of the summer programs and the fact that attendance is voluntary.

Responses to the principals, who are authority figures and may, in some states, administer corporal punishment to students, is not above 22.2% negative in any case. The 22.2% negative response in the base states as opposed to the 7.1% negative response in the receiving states may be because fewer principals are actually present during the summer programs in the receiving states. It may also be because the frequency of corporal punishment in the base states is higher, according to the students.

The following seven coding categories were used to classify the students' likes and dislikes of their teachers:

1. Personality
2. Teaching methods
3. Appearance
4. Do not know
5. Nothing
6. Makes things easy
7. Everything

In response to the question, "WHAT DO YOU LIKE ABOUT YOUR TEACHER?" the students answered almost entirely with aspects of personality or teaching methods. The other five categories accounted for less than 12% of the answers in the receiving states and less than 15% in the base states:

TABLE II-10

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "WHAT DO YOU LIKE ABOUT YOUR TEACHER?"

	Base States	Receiving States
Teaching Methods	44.4	59.0
Personality	41.3	30.1
Sample Size	329	166

Students in the receiving states appear to place greater emphasis on aspects of teaching methods and less on aspects of personality. This may be due to the relatively short amount of time that the students have with the teachers in the receiving states.

When asked what they disliked about their teacher, the students responded primarily in the "nothing" category.

TABLE II-11

STUDENT RESPONSES BY BASE AND RECEIVING STATES,
IN PERCENT, TO THE QUESTION
"WHAT DO YOU DISLIKE ABOUT YOUR TEACHER?"

	Base States	Receiving States
Teaching Methods	22.5	12.5
Personality	12.0	8.5
Nothing	47.3	77.0
Sample Size	138	130

The following observations can be made from the data on students' feelings and opinions about school personnel:

1. The majority of students react positively toward going to school and toward the school personnel.

2. The migrant students have the ability to evaluate the performances of their teachers through their articulation of what they like or dislike about their teachers. It is significant that so large a percentage of the students' responses fall into the two categories of personality and teaching methods.

3. The students dislike significantly less about their teachers in the receiving states than about their teachers in the base states. Again, this may be because the students spend less time with teachers in the receiving states, there is a somewhat more relaxed atmosphere, and the students attend voluntarily.

Student Attitudes About Continuing School

Perhaps the greatest indicator of whether students have a positive attitude toward school and education is whether the students

want to stay in school and, if so, what their reasons for staying are. The students in the sample were asked the question, "DO YOU WANT TO STAY IN SCHOOL?" The response was overwhemingly "yes".

TABLE II-12

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "DO YOU WANT TO STAY IN SCHOOL?"

	Base States	Receiving States
Yes	91.8	93.0
No	8.2	7.0
Sample Size	294	147

Those who responded "yes" were then asked why they wanted to stay in school. Their responses were coded into eight general categories:

1. Occupational consideration (to get a degree, to get a better job, to make more money)
2. Nutrition
3. Friends in school
4. Positive attitude toward teachers and personnel
5. Negative attitude toward home or work
6. Like school work
7. Does not know
8. Generally, would like to continue

The students responded in meaningful numbers in three of the categories:

TABLE II-13

RESPONSES OF STUDENTS WHO WANT TO STAY IN SCHOOL, BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "WHY DO YOU WANT TO STAY IN SCHOOL?"

	Base States	Receiving States
Generally, would like to continue	47.5	37.0
Like school work	17.8	31.0
Occupational considerations	23.7	14.0
Sample size	337	180

The small number of students who indicated that they did not want to stay in school were also asked why. Their responses were coded into seven general categories:

1. Occupational considerations (want or need to work)
2. Negative attitude toward teachers and personnel
3. Prefer to stay home
4. Friends not in school
5. Negative parental attitude toward school
6. Does not like school work
7. Does not know

The number of students responding in the receiving states was so small that no significance could be attached to the answers. Of the thirty-four students responding in the base states:

52.9% wanted or needed to work

11.8% did not like school work

17.6% did not want to stay because of a negative parental attitude toward school.

The answers to the questions about staying in school lead to two observations:

1. The majority of the students want to stay in school because of positively stated reasons. They feel that generally they would like to continue, that they like school work or that they can gain positive benefits by staying in school. Very few responded with negatively stated reasons such as not liking to stay home, avoiding unpleasant field work, or not knowing why. School is seen in a positive way rather than as the lesser of two evils.

2. In the state of Florida, ten students answered that they did not want to stay in school. The number would not be significant except that three out of the ten were pre-school students. Since Florida has an early childhood development program, it would seem that negative opinions at such an early age, even in so small a sample, should at least be pointed out and possibly should be investigated further by the Migrant Program in Florida.

Summary — Attitudes Toward School

In the first of the three major areas of student perception — attitude toward school — the responses of students in the sample indicate the following:

1. Migrant students have formed definite opinions about education and school. They do not answer questions with nebulous answers such as everything, nothing or do not know.

2. The opinions of the students are academically oriented. Their opinions about school concern, for the most part, academic subjects and not food or the playground equipment.

3. The students as a group express definitely positive opinions about education and school.

Self-Image

The second major area of student perceptions in which the responses of the students can be analyzed is self-image. Traditionally, migrant students have been characterized as having poor or negative self-images. Almost every project proposal in the migrant education program touches on the necessity of developing the self-image of the migrant students. Through analysis of the students' responses to questions, the following three areas of student self-image can be explored:

1. The students' own perception of how well they are doing in school.

2. The students' perception of how others feel they are doing in school.

3. The students' perception of the support others give them. Do other people feel that the students' work is important?

Student Perceptions of Their Own Ability

The migrant students' perceptions of themselves were explored through three questions about how well they felt they were doing in school.

When asked, "DO YOU BELIEVE YOU ARE WORKING AS HARD AS YOU CAN?" three-fourths of all of the students who responded said "yes" and one-fourth said "no". The percent of positive answers was higher in the receiving states than in the base states, and may indicate a gain in student enthusiasm while in the receiving states owing to the nature of the summer programs.

The students were asked the following two questions: "DO YOU BELIEVE YOU ARE A GOOD READER?" and "DO YOU BELIEVE YOU DO WELL IN ARITHMETIC?" More than two-thirds of the overall sample of students responded "yes". The tables for base and receiving states are presented for comparison with data from the next section.

TABLE II-14

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "DO YOU BELIEVE YOU ARE A GOOD READER?"

	Base States	Receiving States
Yes	69.0	69.4
No	31.0	30.6
Sample size	281	134

TABLE II-15

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "DO YOU BELIEVE YOU DO WELL IN ARITHMETIC?"

	Base States	Receiving States
Yes	68.7	62.7
No	17.8	26.1
Do not know	13.5	11.2
Sample size	275	142

Overall, the students' perceptions of how well they are doing are fairly consistent throughout the three questions and indicate that, as a group, the students feel they are doing well.

Student Perceptions of What Others Feel About Them

The students' perceptions of how others feel they are doing in school were explored by another series of questions. The questions and the categories and percentages of responses are presented first, and discussion follows:

TABLE II-16

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "DOES YOUR TEACHER BELIEVE YOU ARE A GOOD READER?"

	Base States	Receiving States
Yes	65.2	55.2
No	23.3	14.9
Does not know	9.5	29.9
Sample size	273	154

TABLE II-17

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "DOES YOUR TEACHER BELIEVE YOU DO WELL IN ARITHMETIC?"

	Base States	Receiving States
Yes	59.5	58.7
No	15.2	10.9
Does not know	25.3	30.4
Sample size	269	138

The students were asked, "HOW DO YOU FEEL WHEN YOUR TEACHER TELLS YOU THAT YOU ARE DOING GOOD WORK?" Overall, 94% of 444 students said that they felt good about it.

The students were then asked, "HOW DO YOU FEEL WHEN YOUR TEACHER SAYS YOU SHOULD BE WORKING HARDER?" They responded as follows:

TABLE II-18

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "HOW DO YOU FEEL WHEN YOUR TEACHER SAYS YOU SHOULD BE WORKING HARDER?"

	Base States	Receiving States
Good	42.2	37.8
Undecided	16.7	34.3
Not Good	41.1	27.9
Sample size	275	143

The following observations can be made about the questions and responses:

1. In the subject of reading, which is one of the most heavily emphasized subjects, the students' perceptions of how well they are doing are somewhat higher than for arithmetic, but almost the same as their perceptions of how well the teacher thinks they are doing. This would tend to show that the students are well adjusted in the subject and comfortable in assessing their abilities

2. The students are less well adjusted and less comfortable in the subject of arithmetic, as indicated by the lower percentages of yes and no answers and the higher percentage of do-not-know answers on the question of "Does your teacher believe you do well in arithmetic?" This may reflect the need for more emphasis on mathematics in the programs for migrant students.

3. In the first two questions, the higher percentage of responses in the "Does Not Know" category for the receiving states may indicate that the students are unable to perceive their teachers' attitudes in the short summer programs.

4. A positive correlation exists, although somewhat weaker in arithmetic, between the students' perception of how well they are doing and their perception of what their teachers think. This seems to indicate that the self-image of the students as a group is consistent and positive.

5. The responses to the two questions, "How do you feel when your teacher tells you that you are doing good work?" and "How do you feel when your teacher says you should be working harder?" indicate that the students respond very positively when they are complimented or perceive that they are complimented, but that they are well-enough adjusted and their self-image is strong enough that they do not develop overwhelming negative feelings when confronted with the teacher's opinion that they should be working harder, even though they feel that they are working as hard as they can.

Student Perceptions of Support From Others

The final area of student self-image is the students' perceptions of the support that others give them — whether they feel that other people consider their work in school to be important.

Parental Support. Student perceptions of parental support for their school work were explored through questions about how the students felt their parents reacted to various situations.

Students were asked, "HOW DO YOUR PARENTS FEEL ABOUT YOUR GOING TO SCHOOL?" Of the 414 students who responded, 85% in the base states and 92% in the receiving states answered that their parents felt positively about them going to school. The other 15% in the base states and 8% in the receiving states answered that their parents were indifferent or negative about them going to school.

In response to the question, "HOW DO YOUR PARENTS FEEL ABOUT THE GOOD PROGRESS REPORTS YOU BRING HOME?" 95% of the 281 students in the base states and 92% of the 132 students in the receiving states answered that their parents were pleased by good reports.

Then the students were asked, "WHAT DO YOUR PARENTS DO WHEN YOU BRING HOME BAD PROGRESS REPORTS?" Their answers were coded in three areas which are shown along with the percent of response in each area.

TABLE II-19

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "WHAT DO YOUR PARENTS DO WHEN YOU BRING HOME BAD PROGRESS REPORTS?"

	Base States	Receiving States
They help me to improve	42	51
They punish me	50	33
Indifferent	8	16
Sample size	270	113

In order to see if the students' parents felt that school was important, the students were asked, "DO YOUR PARENTS EVER ASK YOU TO STAY HOME FROM SCHOOL?" A total of 88% of the 301 students in

in the base states answered "no" and 81% of the 140 students in the receiving states answered "no". Those who answered "yes" were asked why their parents asked them to stay home. The sample was very small and the percentages, therefore, may be misleading. Only 31 children in the base states and 26 in the receiving states answered "yes".

TABLE II-20

RESPONSES OF STUDENTS WHOSE PARENTS ASK THEM TO STAY HOME, BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "WHY DO YOUR PARENTS ASK YOU TO STAY HOME FROM SCHOOL?"

	Base States	Receiving States
To work	19	50
If sick	29	12
To babysit	19	19
Other	32	19
Sample size	31	26

The questions and responses indicate that the students in our sample have the following perceptions of the support for their school work that they receive from their parents.

1. The parents are supportive of school and of the children going to school and they are pleased by good performance in school.

2. Although punishment may not be the most desirable method of responding to a bad performance, the children are aware that their parents value good progress reports and that their parents are not indifferent about bad progress reports.

3. While a substantial percentage of parents ask their children to stay home at times, particularly during the summer harvest season in the receiving states, the children indicate they are kept home primarily for reasons that are very important to the family — economic or health reasons.

Teacher Support. Student perceptions of teacher support for their school work were explored through four questions about the teachers. The students were asked, "DOES YOUR TEACHER HELP YOU WITH YOUR WORK?" Of the 301 students in the base states and 144 students in the receiving states who responded to the question, 91% and 94%, respectively, answered "yes".

Of those answering "yes" the question "how" was asked. The responses were coded into eight major areas:

1. Individual attention in class
2. After-school tutoring
3. Providing special materials
4. Bilingual help
5. Providing supplies
6. Same as rest of the class (explains, writes it on the board)
7. Does not know
8. Attention when having difficulty with work

The students answered in meaningful numbers in three areas as indicated by Table II-21.

TABLE II-21

RESPONSES OF STUDENTS WHO SAY THEIR TEACHER HELPS THEM WITH THEIR WORK, BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "HOW DOES YOUR TEACHER HELP YOU?"

	Base States	Receiving States
Same as rest of class	48	43
Attention when having difficulty with work	32	40
Individual attention in class	16	12
Sample size	310	167

When asked, "DOES YOUR TEACHER EVER TALK TO YOUR PARENTS?" 57% of the 304 students in the base states who responded and 69% of the 141 students in the receiving states answered "no", 37% and 22% respectively answered "yes", and the remainder did not know. Those who answered "yes" were asked if they knew what their parents and teachers talked about. The students answered in meaningful numbers in three areas:

TABLE II-22

RESPONSES OF STUDENTS WHO SAY THEIR TEACHER TALKS TO THEIR PARENTS, BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "WHAT DO THEY TALK ABOUT?"

	Base States	Receiving States
Does not know	54	40
Child's academic work	32	12
Other	8	35
Sample size	125	43

It is apparent from these responses that the students perceive their parents as attaching a positive value to, and being supportive of, going to school and performing well in school. This perception of positive parental attitude toward the students' work in school plays a large part in enabling the students to feel that their school work is indeed important and to develop their self-image in a positive way.

The students also perceive that their teachers feel they are important enough to be helped with their work. However, the type of help mentioned most by the students is not the type of help which requires a great deal of extra effort on the teacher's part.

Summary -- Self-Image

The review of the three aspects of self-image which were presented at the beginning of the section — the students' perceptions of (1) how well they feel they are doing in school; (2) how well others feel they are doing in school; (3) the support they get from other people which shows whether other people feel that the students' school work is important -- indicates that, in our sample, the migrant students have a positive self-image in terms of school work and education.

Aspiration Levels

The third major area of student perceptions in which the responses of the students can be analyzed is aspiration levels. The migrants have traditionally been thought of by many, particularly their employers, as liking their migratory existence and agricultural jobs. Chapter VIII, which explores many of the attitudes of migrant parents, indicates that the parents desire that their children become educated and break out of the migratory stream and agricultural work. Student answers to questions in the following section indicate that the students reflect their parents' aspirations for them.

Student Aspirations

One of the most important items in an analysis of aspiration levels is whether or not the students want to stay in school. The responses to that question and the question of why the students want to remain in school have already been given (Tables II-12 and II-13), but it should be emphasized that more than 90% of the overall sample of 441 students in the ten states indicated that they want to stay in school.

To gain insight into the specific desires of the migrant students, they were asked to describe what they would like to do. Their responses were coded within the following eight general categories:

TABLE II-23

STUDENT DESCRIPTIONS OF WHAT THEY WOULD LIKE TO BE, BY BASE AND RECEIVING STATES, IN PERCENT

	Base States	Receiving States
Unskilled labor	7	8
Military service	1	2
Skilled labor	6	5
Go to college	2	2
Professional	35	52
Sales and clerical	8	3
Service Occupation	17	17
Does not know	24	11
Sample size	349	150

The students were then asked, "WILL YOU TELL ME HOW YOU THINK SCHOOL CAN HELP YOU BE WHAT YOU WANT TO BE?" Their responses were coded into six general categories:

TABLE II-24

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "WILL YOU TELL ME HOW YOU THINK SCHOOL CAN HELP YOU BE WHAT YOU WANT TO BE?"

	Base States	Receiving States
Curriculum geared to occupational interests	17	11
Need school to get a job	9	15
Does not know	24	21
Does not help	2	3
Good for college	7	8
Gives a good education	41	42
Sample size	277	165

The student aspirations as expressed by the students appear to correlate with the aspirations of their parents and two observations can be made:

1. The students positively want to remain in school and a large percentage of those in the samples appear to believe in the intrinsic value of education. When asked how they felt school could help them to be what they wanted to be, 41% of the students in the base states and 42% in the receiving states responded in the area of "It gives a good education." A much smaller percentage of students saw school as the means to a specific end.

2. A substantial majority of the students in the sample aspire to jobs that require at least a high school education and in most cases college education, trade school, or training. The students also responded higher in job areas that are considered "white collar" and lower in job areas that are considered "blue collar." Very few responded in the unskilled job area, which included migrant field work.

How Students Spend Time Out of School

Two questions were asked to determine how the students spent their time when out of school on the theory that their answers would indicate something about their aspiration levels. The students were asked, "WHAT DO YOU READ WHEN YOU ARE AT HOME?" They responded as follows:

TABLE II-25

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "WHAT DO YOU READ WHEN YOU ARE AT HOME?"

	Base States	Receiving States
School books	18	5
Comic books	4	3
Newspaper/magazines	3	5
Library books	12	9
Nothing	8	15
Other	2	6
All	5	4
Comic books, Newspaper/ magazines, library books	31	31
School books, comic books, and/or newspaper/magazines	16	22
Sample size	293	143

They were also asked what they did when school was out for the day.

TABLE II-26

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "WHAT DO YOU MOST OFTEN DO WHEN SCHOOL IS OUT FOR THE DAY?"

	Base States	Receiving States
Play	36	45
Work	9	10
Sleep	0	2
Go home, watch TV and/or read	13	14
Do homework	16	4
Does not know	0	0
Do chores at home	23	25
Extra-curricular activities at school	3	0
Sample size	414	197

The two questions yield little about student aspirations, but they do lead to two observations:

1. The children do read outside of school. The percentage of "nothing" or "other" answers are low. Any reading at all, even comic books, provides exposure to words and sentences and indicates enough interest in reading to actually pursue it when not required to do so.

2. There are very few migrant students taking part in extra-curricular activities after school. This may be understandable in the receiving states, where the programs are primarily run in the summer, but a positive response of only 3% in the base states indicates that little is being done to encourage migrant students to take part in extra-curricular activities.

Summary — Aspiration Level

It is apparent from our sample that the migrant students do aspire to remain in school and that they are cognizant of alternatives for employment. The students feel that education will improve their ability to secure better employment.

CHAPTER III

SERVICES PROVIDED TO MIGRANT STUDENTS BY THE MIGRANT EDUCATION PROGRAM

GENERAL DISCUSSION

The services which are to be provided to migrant children by each migrant education project, by the state programs, and by the total national program are supposed to be decided upon after two separate procedures have been completed and their results analyzed. These procedures are:

1. Establishing the boundaries of the problem and deciding what aspects of the problem can be most effectively addressed. This has been accomplished by the development of eleven general national goals which provide overall direction to the migrant education program under PL 89-750.

2. Assessing the needs of the intended beneficiaries to determine which needs are the most pressing. Since these needs may vary over time or among different states, the assessment of needs should be an ongoing procedure.

Once the two procedures have been completed, the areas of the problem which can be treated by the migrant education program will have been designated and the most pressing needs of the migrant students, within those designated areas, will have been identified. After this has been accomplished the mechanism for providing the needed services can be developed and the services themselves provided.

The problems associated with making a comprehensive needs assessment and providing compatibility of services among the various state programs can be explored within the framework of the three following areas:

- The National Goals
- Needs Assessment
- Provision of Services

NATIONAL GOALS

The eleven national goals can best be explored through the presentation of two perspectives:

- The theory of the national goals
- The actual use of the national goals

The Theory of the National Goals

The Migrant Education Program under PL 89-750 has established a series of eleven general national goals which broadly define the boundaries of the problem that the program is addressing and which call for services to be provided to meet the needs of the migrant

students. The program and the problem that it addresses are unique for two reasons:

1. Since, by definition, the migrants cross political boundaries in their search for work, the problems associated with educating their children become statewide and ultimately nationwide.

   The Migrant Education Program is a national program which serves what is in reality a national population. The educational problem of migrant children is a national problem.

2. The delivery system which the national program uses to provide the needed services is not controlled at the national level, but at the state and ultimately the local level. Education and the educational system in the United States is by law a function of local communities and not the Federal government. The United States Office of Education has very little legal power to force compliance with its wishes on the part of state or local education agencies.

The national goals were developed for this unique situation. They provide the framework necessary to unify and direct the efforts of the various states and localities toward a comprehensive treatment of the educational problems of migrant children, but they are also broadly stated and allow the individual states great latitude in determining the methods and services to be utilized in achieving the overall goals.

The Eleven National Goals

The national goals call for services to be provided to migrant children in two areas — instruction and supportive services.

Goals for instructional services are:

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences, geared to his psychological and physiological development, that will prepare him to function successfully.

3. Provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level appropriate to his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skills, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State and local resource through coordinated funding, to improve mutual understanding and appreciation of cultural differences among children.

Goals for supportive services are:

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to ensure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting in-service and pre-service workshops.

Actual Use of the National Goals

State applications for Federal funds under PL 89-750 must incorporate wholly, or in substantial part, the services called for by the national goals as fundamental aspects of their programs. The specific methods and services to be used are left to each individual state. In practice, this generally means that the state plans tend to incorporate the national goals, a necessity if funding is to be initially secured, but they also tend to remain very nebulous and non-specific. The specifics of the program and services are developed

at some administrative level lower than the state level. This is sometimes regional, but more often local. The degree of adherence to the state plans by the local projects is allowed to vary in accordance with local needs. Local project proposals, although they are somewhat more specific, tend to vary greatly among states and within states.

This system of planning is a result of the local control of the educational delivery system. While it works very well in satisfying the local and state education agencies' desires for autonomy, it does very little to develop the continuity among local programs that is necessary if the national program is to be effective.

All too often local project applications for funds are very vague about their goals. These vague statements allow the localities to do just about what they want to do, and in the way they want to do it. The following are some of the goals commonly expressed in local project applications for funds:

> By the end of the program, each kindergarten student will demonstrate through his experiences and activities the development of self-confidence and positive self-image.
>
> By the end of the program, 80% of the elementary school children will show improvement in language arts as indicated by teacher-made tests.
>
> All pre-school age children will learn to eat one new food.
>
> By the end of the program, all students will, on the average, show improvement in self-concept, self-reliance, and self-exploration, as measured by the Individual Migrant Student Growth Sheet and teacher-made instruments.

Although the national goals were originally designed to provide general direction for the national program while allowing the states the maximum possible autonomy, they are so broad that they actually provide little of the needed national direction.

NEEDS ASSESSMENT

As was the case for the national goals, needs assessment can most effectively be explored through the presentation of two perspectives:

- The theory of needs assessment
- The actual use of needs assessment

The Theory of Needs Assessment

Ideally, the assessment of the needs of migrant students by the states and ultimately by the local education agencies should be the most effective method. Since the LEA's are actually closer to the students, they should understand what is needed most and what services can most effectively be provided.

Any attempts to make the national goals more specific would decrease the flexibility of the states and localities in assessing the

needs of their special populations and in providing services to deal with their special problems.

Actual Use of Needs Assessment

The above theory of needs assessment, does much to satisfy the desires for autonomy of the states and localities, just as the national goals do, but little to provide specific direction and continuity of the program.

If the system of needs assessment was functioning properly, it would result in a program in which the educational experiences would be compatible and the duplication of services minimal. In the present situation this is not so. The reason may be that no state desires to play a supporting role for any other state. There is a tendency among the various states and their many projects to try to provide as much as possible, to "be ready for anything". There is a quite natural status in having a program that provides as much as possible. As the sub-section on services will show, at present everyone is doing everything in one degree or another.

Basically, there are two levels of needs assessment. Rather than being mutually exclusive, they depend on each other although the end product of each is, or should be, different.

1. The assessment of the needs of migrant students as a group. Assessment at this level should be used for program planning.

2. The assessment of the needs of individual migrant students. Assessment at this level should be used to give direction within local programs and for class placement.

Unfortunately, the distinction often becomes blurred.

Needs Assessment of Migrant Students as a Group

There is very little assessment done of the needs of migrant students as a group. Most assessment is of smaller, sub-groups of migrant students, usually at the local or state level. This results in a myriad of programs and approaches to the problems of the students.

No one has come to grips with the difficult decisions about priorities that need to be made because no one has made an accurate needs assessment at a national level. The question, "WHAT ARE WE EDUCATING THESE STUDENTS FOR?" never gets answered.

It is in the base states that the migrant students are the most concentrated, remain the longest, and spend most of their time in school. It is the base states which should be combining their efforts

and taking the major responsibility for accurately assessing the needs of the migrant students as a group and informing other states of their assessments.

Unfortunately, the assessment of needs in the base states does not seem to be of the needed scope, is stated quite generally when it is stated, and does not appear to provide any continuity among the programs in the base states.

The state of Texas apparently feels comfortable in its knowledge of the needs of migrant students and does not update needs assessment. The Texas evaluation for 1971-1972 states that "Generally, school districts reported that the migrant student needs:

- to have a better grasp of the English language so that communication is more effective
- background experiences and remedial work so that normal progress in school is possible
- medical help and physical training to develop better physically, emotionally, and socially
- vitamins and balanced meals so that improved classroom alertness and performance is more probable.
- an improved attitude toward school attendance and education
- an improvement of his self-image
- experiences in art, music, and the Mexican-American cultural background
- a vocation oriented program so that a saleable skill can be developed prior to the termination of their education."

The Florida Annual Evaluation Report for 1971-1972 makes no mention of needs assessment for migrant education programs nor does the California Evaluation Report for 1971-1972.

Statements about the needs of migrant students like the previous Texas statement are all too common and provide little guidance to a project director in the receiving states who is planning a program or to an administrator at the national level who is also planning a program.

While the base states have set priorities for themselves, they have done little among themselves that could be considered needs assessment of a national scope.

Although the migrant populations may vary ethnically among the base states, it seems reasonable to assume that certain characteristics and basic educational needs of all migrant children, no matter what their ethnic origin, or the state they are in, might remain constant. If this is true, then the programs in the base states reflect more of the needs of the state and local educational systems and less of the needs of the migrant students.

The state of Florida emphasizes two areas: early childhood development and secondary level education through earn and learn units. Texas has few early childhood projects and emphasizes the elementary and middle-grade levels. Texas operates special seven-month schools for

migrant children. The other base states do not. California balances its program out over a wider age range than the other two base states, but emphasizes tutorial and team teaching methods in the regular schools rather than developing separate schools or mobile units.

Both Texas and California offer bilingual education to migrant students. Although Florida's Annual Evaluation Report for 1970-1971 indicated that there are Mexican-American migrants in Florida in substantial numbers and the study encountered many Mexican-American students, none of the project directors in Florida indicated that bilingual instruction was offered to migrant children.

Florida offers a great deal of vocational training to older migrant students, Texas offers less, and California offers much less.

These points will be discussed further in later sections of this chapter. They are presented here to stress the differences in program emphasis among the base states. Why do Mexican-American students in California and Texas need bilingual education while those in Florida do not? Why do pre-school children need programs in Florida but not in Texas, and are the children in Florida and California so different that one group needs vocational education and the other does not?

Needs assessment in the receiving states reflects the problems in the base states. Children who start their journey in one of the base states and attend programs in the receiving states are the same children no matter what state they are in. Yet the emphasis

of the programs in the receiving states differs in many cases from the emphasis of the programs in the corresponding base states. In other cases the emphasis does not differ when perhaps it should. Although the base states all indicate substantial amounts of health care for migrant students, every one of the projects in the sampled receiving states indicated having health services for the migrant students. Why must all projects provide physical examinations? If they are being provided in the base states there is little need for them in the receiving states.

Needs Assessment of Individual Migrant Students

The needs assessment of individual students is something that should be performed constantly by all migrant education projects. It involves, among other things, class placement and the assessment of academic gains and losses. It is in this area that the definitions and objectives of needs assessment become blurred. Quite often a project or state uses the results from this level of assessment for planning its program without regard to how that program fits in with the national priorities.

Unfortunately, the grouping of individual assessments and setting of priorities does not get done on a national level. Since a comprehensive needs assessment of the migrant student population is not available, state and project directors must make their own.

In the base states this is possible, since the directors are working with students who will be present for longer periods of time and gradual shifts in program emphasis to cover new developments are possible. Since the migrant students are a part of the regular educational system it is more realistic to assess each student's needs and to provide special help within the overall framework of the regular system.

This is not the case in the receiving states. It is unrealistic to assume that a project in the receiving states, which lasts for six weeks, can effect adequate program planning based on a needs assessment that takes place after the migrant students arrive. An assessment of this type can be used to give specific directions for specific students in the program, but it cannot be used to plan the program. Yet this is apparently what is being attempted in the receiving states and it evidences itself in the vagueness of the goals in most local applications for funds.

Most projects in the receiving states do not know anything about the students they will be receiving, yet they must have a building ready, staff hired, program planned, and materials purchased before the students arrive. The projects could plan more adequately if they had specific information about the needs and characteristics of the students they were expecting, about what services had already been provided, and about what educational methods had been used.

The Migrant Student Record Transfer System was devised to lessen the need for repeated assessments of individual needs by providing cumulative record of the student's educational progress. Although MSRTS data sheets are used, they have not been particularly successful in the area of needs assessment for the following reasons:

1. The MSRTS data sheets cannot arrive at a school until after the student arrives and enrolls and thus are no help in planning the overall program.

2. The data sheets usually do not arrive at the school until at least a week after the student arrives. In the receiving states, where a student must be quickly placed in classes because of the shortness of the program, this lag time is too great and the projects must make their own assessments and place a student quickly.

3. The MSRTS is purely an information retrieval system and it does not provide the information needed for overall program planning.

The MSRTS, its use, and the problems surrounding it are discussed in Chapter XIV.

Even if a means of transfer of needs assessment information were devised, the methods of assessing needs, which include class placement and testing of educational gains or losses, vary so widely that it is difficult to relate them to one another.

Table III-1 depicts the percent of sampled projects in each state which use each of eleven different methods of determining the needs of migrant students. By reading the chart horizontally within each

TABLE III-1
METHODS USED IN DETERMINING MIGRANT STUDENTS' NEEDS
(PERCENT OF PROJECT DIRECTORS RESPONDING PER METHOD CATEGORY)

	CA	FL	TX	CO	MI	NY	SC	OH	WA
Standardized achievement tests	75	90	85	60	50	100	100	17	80
Standardized intelligence tests	13	30	30	20	33	50	67	17	20
Interest inventories	50	50	31	0	67	0	67	17	40
Attitude inventories	50	30	23	20	67	50	67	17	20
Locally devised skills test	88	40	31	50	83	100	67	33	0
Teacher-made skills tests	88	40	85	80	100	50	67	67	100
Teacher ratings	75	80	85	100	83	100	100	83	60
Anecdotal records	63	70	39	40	50	50	67	33	40
Health records	88	100	77	80	67	50	100	37	60
Attendance records	88	70	77	60	50	50	100	17	60
Migrant student record transfer system	75	100	85	100	67	100	100	50	100
Approximate Sample Size	8	10	13	5	6	2	3	6	5

method frame, the differences among the states in determining the needs of migrant students becomes very evident. Figure III-1 graphically presents the data by base and receiving states.

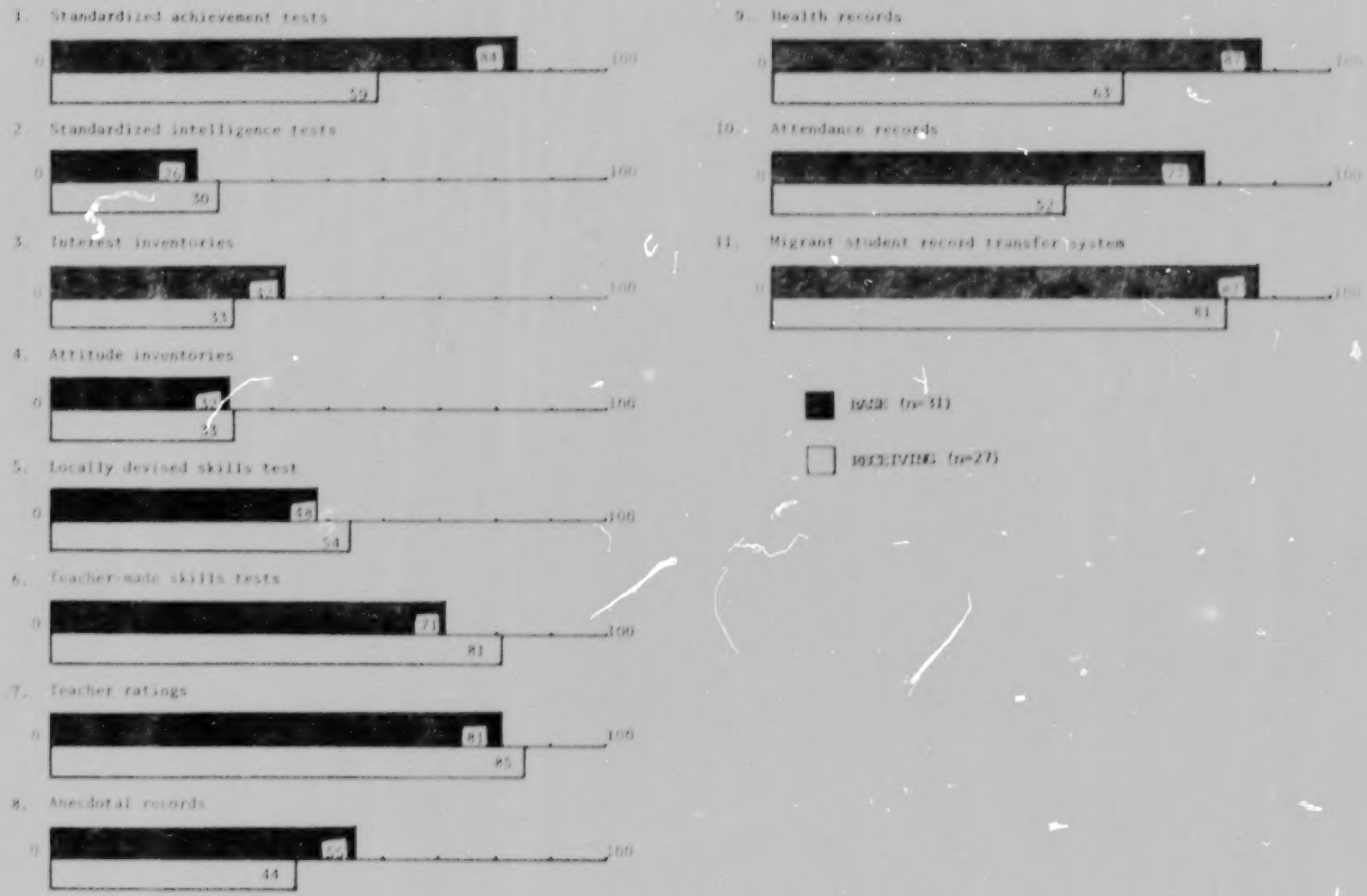
It is apparent that the educators are not sure what is the most effective method of needs assessment. Most state evaluations make reference to teacher-made or locally devised skill tests or teacher ratings for class placement or gains testing. Project staffs appeared to place greater confidence in locally administered tests and to be more comfortable with the results of tests that they had administered as opposed to using the scores of tests given at other schools. The problem of reporting results becomes impossible since there could conceivably be a teacher-made skill test for every classroom in the United States.

In the area of standardized testing, the state of Florida in its 1970-1971 Annual Report indicated that grade placement of migrant students, which is a function of needs assessment, in the various Florida counties was aided by the following standardized tests:

Iowa Test of Basic Skills
California Test of Basic Skills
Informal Reading Test
Wide Range Achievement Test
Slossen Intelligence Test
SRA Achievement Test
Reading Study Achievement Tests (Betts Series)
Local Score Proficiency Tests (American Book Company)
Otis-Lennon I.Q. Tests
Stanford and Metropolitan Achievement Tests
Peabody Picture Vocabulary
Harper-Row Reading Test
Gates-MacGintie
Florida State 9th and 12th Grade Tests

FIGURE III-1

COMPARISON OF MEASURES OF PROJECT DIRECTORS IN BASE AND RECEIVING STATES, BY PERCENT SELECTING EACH ITEM, TO THE QUESTION "WHAT METHODS ARE EMPLOYED IN DETERMINING MIGRANT STUDENTS' NEEDS?"



In North Carolina the various county programs measure the educational gains of migrant students, also a function of needs assessment, by using the following standardized tests:

California Achievement Test
California Test of Basic Skills
Stanford Achievement Test
McMillan Readiness Test
Metropolitan Achievement Test
Metropolitan Reading Test
Iowa Test of Basic Skills
Stanford Diagnostic Reading Test
Mental Ability Figure
Cooperation Sequential Test of Educational Progress

Even among states where only one test is used within the state to measure student gains, the variation of tests used is substantial:

Cooperative Tests of Basic Skills
Wide Range Achievement Test
Developmental Test of Visual-Motor Integration
General Information Subtest of the Peabody Individual Achievement Test
Teacher-Motor Tests
California Achievement Test

The current development of criterion referenced skill lists will do much to aid in the transfer of testing information among the states through the MSRTS.

In order to ascertain who was involved in determining the needs of migrant students, the project directors were asked to respond yes or no when asked if the following categories of people were involved in determining migrant students' needs.

Local School Staff
Parents
Central Office Staff
Other (Specify)

The directors did not respond in significant numbers in the "other" category. Their answers are presented in the following table:

TABLE III-2

PERCENTAGES OF PROJECT DIRECTORS RESPONDING IN EACH CATEGORY, BY STATUS, TO THE QUESTION "WHAT INDIVIDUALS ARE INVOLVED IN DETERMINING MIGRANT STUDENTS' NEEDS?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Local school staff	100	100	85	80	83	100	100	83	80
Parents	50	90	70	100	83	100	67	0	100
Central office staff	50	50	39	80	33	50	100	17	40
Approximate Sample Size	8	10	13	5	6	2	3	6	5

The local school staffs appear to be most heavily involved in determining the needs of the migrant students. In order to determine the degree of coordination in needs assessment between project directors and principals, the principals were asked the same questions that were asked of the project directors about the methods that are used to determine migrant students' needs. Their answers appear in Table III-3.

TABLE III-3

METHODS USED IN DETERMINING MIGRANT STUDENTS' NEEDS
(PERCENT OF PRINCIPALS RESPONDING IN EACH METHOD CATEGORY)

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Standardized achievement tests	82	86	76	43	45	100	100	20	0
Interest inventories	23	52	18	0	27	0	0	0	0
Attitude inventories	16	29	15	0	45	0	0	0	0
Locally devised skills tests	44	43	18	43	36	0	0	0	0
Teacher made skills tests	70	67	48	71	54	100	100	20	100
Teacher ratings	72	76	72	86	73	0	0	60	100
Anecdotal records	60	62	36	14	9	0	0	0	0
Health records	72	81	64	71	55	100	100	20	100
Attendance records	67	81	52	57	18	100	100	20	100
Migrant student record transfer system	59	90	45	71	73	0	0	40	100
Approximate sample size	43	21	33	7	11	1	1	5	1

TABLE III-4

METHODS USED IN DETERMINING MIGRANT STUDENTS' NEEDS
(PERCENT OF PROJECT DIRECTORS RESPONDING IN EACH METHOD CATEGORY)

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Standardized achievement tests	75	90	85	60	50	100	100	17	80
Interest inventories	50	50	31	0	67	0	67	17	40
Attitude inventories	50	30	23	20	67	50	67	17	20
Locally devised skills tests	88	40	31	50	83	100	67	33	0
Teacher made skills tests	88	40	85	80	100	50	67	67	100
Teacher ratings	75	80	85	100	33	100	100	83	60
Anecdotal records	63	70	39	40	50	50	67	33	40
Health records	88	100	77	80	67	50	100	17	60
Attendance records	88	70	77	60	50	50	100	17	60
Migrant student record transfer system	75	100	85	100	67	100	100	50	100
Approximate sample size	8	10	13	5	6	2	3	6	5

In three of the receiving states, the sample of principals was not of sufficient size to yield significant data. Table III-3 indicates the percentage of principals in each state who responded within each method category. Reading the table horizontally will illustrate the differences among the states.

For purposes of comparison, the project directors' responses to the same method categories as the principals' have been extracted from Table III-1 and included as Table III-4.

Vertical comparison within the state frameworks of the two tables indicates that, with the exception of Florida, which shows a significant degree of agreement between the directors and principals, coordination between project directors and principals in needs assessment is apparently weak.

Since the ability to communicate is important and since improving the students' ability to communicate is one of the goals of most of the projects, the teachers who were interviewed were asked to indicate how the level of the migrant child's English was determined. Their answers are presented in the Table III-5.

TABLE III-5

PERCENTAGES OF TEACHERS RESPONDING IN EACH CATEGORY, BY STATES, TO THE QUESTION "HOW IS THE LEVEL OF THE MIGRANT CHILD'S ENGLISH DETERMINED?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Consultation with parents	19	21	15	32	4	15	50	17	8	8
Testing	32	36	48	41	63	31	100	17	25	47
Oral Evaluation	23	21	41	32	50	23	50	17	8	31
Written Quizzes	31	26	35	26	15	0	50	17	25	0
Other means	13	6	13	12	23	8	0	0	17	8
Approximate Sample Size	95	39	61	19	26	13	2	6	12	13

The chart indicates that the teachers' methods of assessing the English level of migrant students vary greatly among the states.

Class placement, grouping, and promotion is an important part of needs assessment since it determines what level of educational services will be delivered to a student. Principals at the schools which were visited were asked to indicate who determined how the migrant children were assigned to classes. They were given six choices and could indicate any number:

State guidelines

Superintendent of school district

Director of migrant programs

School counselor

School principals

Other (Specify)

In the base states, 97 principals responded to the question and 23 principals responded in the receiving states. It was apparent from the responses that the school principals play a large part in assigning children to classes in schools where they are present. Many of the schools in the receiving states do not have principals present during the summer programs. Seventy-nine % of the principals in the base states and 91% of the principals in the receiving states responded that they determined class assignments. The principals indicated that the use of state guidelines for class assignments was slightly higher in the base states than in the receiving states, but only 22% and 9% respectively responded in this category. Only 15% of the principals in the base states and 13% in the receiving states responded in the category of director of migrant programs. Responses in the other three categories were too few to be meaningful.

The principals were asked to indicate if their school grouped the migrant children in any special way. The following question was asked:

DOES THE SCHOOL GROUP MIGRANT STUDENTS ACCORDING TO ABILITY OR ACHIEVEMENT IN THE FOLLOWING GRADES?

	Grades 1-4	Grades 5-8	Grades 9-12
	Yes	Yes	Yes
For all students	☐	☐	☐
For highest achieving students only	☐	☐	☐
For lowest achieving students only	☐	☐	☐
For highest and lowest achieving students only	☐	☐	☐
Some plan other than the above is followed. (Specify)	☐	☐	☐

The responses of the principals are presented in Table III- 6. The following observations are based on the responses:

1. Above 50% of the schools are grouping all migrant students in grades 1-8 by ability and achievement. A lesser percentage, about 35%, are grouping students in grades 9-12 by ability and achievement.

2. Very little special grouping of highest or lowest achievers is done. This would tend to indicate that special grouping of low achievers for remedial purposes is not being done.

3. There is a slightly higher tendency in the receiving states to group the students by ability or achievement, probably due to the non-graded structure of many of the summer projects in the receiving states.

4. A much lower percentage of schools group students in grades 9-12 by ability or achievement, which may indicate that even less remedial instruction takes place in these grades than in the earlier grades.

The principals were then asked to indicate which of the following two examples best describes the system of grouping for each of the grade levels.

WHICH OF THE FOLLOWING BEST DESCRIBES THE SYSTEM OF GROUPING IN THAT GRADE?

	Grades 1-4	Grades 5-8	Grades 9-12
Pupils are placed in a particular group and attend all classes within this group.	☐	☐	☐
Pupils may be in different groups for different subjects depending on their ability in that subject.	☐	☐	☐

TABLE III-6

PERCENT OF PRINCIPALS IN BASE AND RECEIVING STATES RESPONDING YES IN EACH OF FOUR CATEGORIES TO THE QUESTION, "DOES THE SCHOOL GROUP MIGRANT STUDENTS ACCORDING TO ABILITY OR ACHIEVEMENT IN THE FOLLOWING CATEGORIES?"

ALL STUDENTS

	Grade 1-4		Grade 5-8		Grade 9-12	
	Base	Receiving	Base	Receiving	Base	Receiving
Percent Yes	53	70	60	64	34	36
Sample Size	55	23	62	22	29	11

HIGHEST ACHIEVERS ONLY

	Grade 1-4		Grade 5-8		Grade 9-12	
	Base	Receiving	Base	Receiving	Base	Receiving
Percent Yes	0	5	2	5	0	0
Sample Size	54	22	61	21	28	11

LOW ACHIEVERS ONLY

	Grade 1-4		Grade 5-8		Grade 9-12	
	Base	Receiving	Base	Receiving	Base	Receiving
Percent Yes	0	9	2	5	0	0
Sample Size	54	22	61	21	28	11

HIGHEST AND LOWEST ACHIEVERS ONLY

	Grade 1-4		Grade 5-8		Grade 9-12	
	Base	Receiving	Base	Receiving	Base	Receiving
Percent Yes	2	9	2	10	0	9
Sample Size	54	22	61	21	28	11

The responses of the principals are presented in Table III-7. The following observations are based on the responses:

1. A much higher percentage of students in the receiving states are placed in a group and attend all classes within this group. This may reflect the non-graded atmosphere of the projects in the receiving states.

2. Base and receiving states are about the same in placing students in special groups for different subjects depending on their ability.

In order to determine how the migrant students were grouped or promoted in the various states, the project directors and teachers were asked to indicate what criteria were used to group or promote the migrant students. Their answers are shown in Tables III-8 and III-9.

Basically, the tables show that many criteria are being considered in all sample states for grouping or promoting migrant students. Reading the two tables horizontally within each criteria framework indicates that there is little agreement among project directors in the various states or teachers in the various states about what criteria are most effective for promoting or grouping migrant students.

In both tables, the first ten categories are the same. Comparing both tables vertically within state columns indicates there is a significant degree of disagreement between teachers and project directors in each state about what criteria are most effective for promoting or grouping migrant students.

TABLE III-7

PERCENT OF PRINCIPALS IN BASE AND RECEIVING STATES RESPONDING YES IN EACH OF TWO CATEGORIES TO THE QUESTION, "WHICH OF THE FOLLOWING BEST DESCRIBES THE SYSTEM OF GROUPING IN EACH GRADE?"

Pupils are placed in a particular group and attend all classes within this group.

	Grade 1-4		Grade 5-8		Grade 9-12	
	Base	Receiving	Base	Receiving	Base	Receiving
Percent Yes	24	50	14	42	11	9
Sample Size	54	20	63	19	28	11

Pupils may be in different groups for different subjects depending on their ability in that subject.

	Grade 1-4		Grade 5-8		Grade 9-12	
	Base	Receiving	Base	Receiving	Base	Receiving
Percent Yes	45	52	55	60	27	45
Sample Size	55	21	65	20	30	11

TABLE III-8

PERCENTAGES OF PROJECT DIRECTORS, BY STATES RESPONDING TO EACH CATEGORY WHEN ASKED, "WHAT CRITERIA ARE USED TO GROUP OR PROMOTE MIGRANT STUDENTS?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Standardized achievement tests	57	22	31	20	17	100	33	20	50
I.Q. test results	14	11	0	0	0	100	33	0	0
Reading grade levels	86	67	46	80	83	100	33	100	100
Student scholastic performances (Grades)	71	67	85	80	33	100	0	80	100
MSRTS information	57	78	23	80	83	100	67	20	50
Parental preference	29	20	8	20	33	100	0	0	50
Student preference	14	20	8	0	17	100	33	0	0
Teacher referrals	100	80	85	100	100	100	67	60	75
Social promotion	86	80	23	60	17	0	100	20	50
Estimated emotional maturity	57	67	39	80	33	0	100	80	75
Measured emotional maturity	0	22	0	40	50	0	33	0	0
Student interest and study habits	84	67	31	60	50	0	67	60	50
Approximate Sample Size	7	9	13	5	6	1	3	5	4

TABLE III-9

PERCENTAGES OF TEACHERS, BY STATES, RESPONDING IN EACH CATEGORY WHEN ASKED, "WHAT CRITERIA ARE USED TO GROUP OR PROMOTE MIGRANT STUDENTS?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Standardized Achievement Tests	28	21	25	22	15	29	100	33	8	10
I.Q. Test Results	10	13	5	22	0	7	0	0	8	0
Reading Grade Levels	62	26	40	72	67	43	67	17	67	60
Student Scholastic Performance (Grades)	38	41	58	22	15	29	100	33	33	50
MSRTS Information	12	36	22	33	7	29	33	67	25	30
Parental Preference	8	8	2	6	4	0	67	17	0	0
Student Preference	8	31	5	6	15	21	33	33	8	0
Teacher Referrals	19	38	38	11	52	29	67	17	25	60
Social Promotion	17	18	23	11	7	21	100	17	25	20
Estimated Emotional Maturity	37	62	20	78	26	50	67	67	67	80
Language Dominance	34	41	32	33	22	29	33	17	67	40
Other	89	91	78	100	100	100	0	100	100	100
Approximate Sample Size	86	39	60	18	27	14	3	6	12	10

The project directors were then asked which criteria were used to a greater extent for migrant children than for non-migrant children. Their answers are presented in Table III-10.

Summary of Needs Assessment

The results of the study indicate the following:

1. There is little or no needs assessment being done for the migrant students as a group on an ongoing, national basis. The result is that there is no input of the actual needs of the migrant students as a group at a national, policy making level.

2. The base states should be taking the major responsibility for furnishing the needs assessment information necessary for a national assessment.

3. Most assessment of needs is assessment of the needs of the individual student through on-the-spot testing and observation. While this type of assessment can be used to some extent in the base states for program planning purposes, it is of no value in the receiving states for program planning.

4. Although most projects are performing their own needs assessments for placement and evaluative purposes the methods used vary so widely that accurate grouping of the results for program planning purposes is impossible.

TABLE III-10

PERCENTAGES OF PROJECT DIRECTORS, BY STATES, RESPONDING IN EACH CATEGORY WHEN ASKED, "WHICH OF THESE CRITERIA ARE USED TO A GREATER EXTENT TO GROUP OR PROMOTE MIGRANT CHILDREN THAN TO GROUP OR PROMOTE NON-MIGRANT CHILDREN?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Standardized achievement tests	0	0	0	0	0	0	0	0	0
I.Q. test results	0	0	0	50	0	0	0	33	0
Reading grade levels	50	33	0	50	33	0	0	67	0
Student scholastic performances (Grades)	50	0	0	50	0	50	0	67	100
MSRTS information	50	67	0	100	67	50	100	33	100
Parental preference	20	14	0	0	0	0	0	33	0
Student preference	20	14	0	0	0	0	50	0	0
Teacher referrals	40	14	0	0	33	0	0	67	0
Social promotion	40	28	0	100	0	0	0	33	0
Estimated emotional maturity	0	17	0	0	0	0	50	67	0
Measured emotional maturity	0	17	0	50	0	0	50	33	0
Student interest and study habits	40	0	0	50	33	0	100	67	100
Approximate sample size	4	6	7	2	3	2	2	3	1

PROVISION OF SERVICES

The purpose of the national goals and of the assessment of needs is to enable the projects to provide migrant students with services that meet their most pressing needs. The study shows that the services provided to migrant students and the degree to which they are provided vary significantly among the states.

Differences in Services

Differences are to be expected among the various states in the type of services and in the degree to which services are offered. Some of the reasons are:

1. In the base states, certain services, particularly supportive services, may be provided as a part of the regular school program. In the receiving states, these services must be provided by the migrant program during the special summer projects.

2. Bilingual programs may be less needed in the eastern stream than in the western stream owing to fewer numbers of bilingual students in the eastern stream.

However, the differences in services or degree of services appear to be substantial enough and widespread enough to indicate that something other than expected differences are affecting the services offered.

The practice of allowing the LEA's to perform the needs assessment, and then provide the services to meet the needs which they have assessed, contributes in large part to the differences in services

Duplication of Services

In some cases certain services may be duplicated. This would seem to be the case in the area of health services. In several cases the receiving states have set up extensive health programs. Since the base states indicate that health services are available, it seems reasonable to ask why such services as shots, examinations and dental care are needed in both areas. The receiving states contend that they must maintain health services because many students are not receiving them in the base states. If this is true, then it seems reasonable to ask why the services are not being provided in the most logical place — the base states. The situation should be investigated and resolved so that what appears to be a duplication can be eliminated.

Services Actually Provided

The services actually provided to migrant children by the migrant education program under PL 89-750 can be divided into twelve areas. These twelve areas of service are directed by national goals one through five, and nine, which call for services to be provided directly to or for the students. Areas of service called for by the other goals will be treated in other chapters. The twelve areas of services are:

Remedial Instruction
Bilingual Education

Vocational Training

Prevocational Counseling

Preschool Services

Programs for Handicapped

Cultural Development

Psychological Services

Health Services

Nutritional Services

Social Services

Transportation Services

Project directors were asked during the interview to indicate whether or not services in each of the twelve areas were provided by their school district to all children and whether or not services in each of the twelve areas were provided or augmented by PL 89-750 funds. The responses of the project directors are presented in Table III-11 and III-12 for comparison. The two tables show that, generally, everyone is providing a little of everything in greater or lesser degrees. The project directors' responses by base and receiving states are graphically presented by Figures III-2 and III-3.

TABLE III-11

PERCENT OF PROJECT DIRECTORS IN EACH SAMPLE STATE RESPONDING IN EACH CATEGORY WHEN ASKED, "WHAT SPECIAL SERVICES ARE OFFERED TO MEET THE NEEDS OF ALL CHILDREN IN YOUR SCHOOL DISTRICTS?"

Percent	CA	FL	TX	CO	MI	NY	NC	OH	WA
Remedial Instruction	86	70	69	100	80	100	100	100	100
Bilingual Education	71	0	62	100	40	0	33	0	20
Cultural Development	43	60	85	100	60	50	50	0	40
Vocational Training	57	80	54	100	60	100	100	67	20
Pre-Vocational Counseling	43	80	54	100	60	100	100	33	20
Psychological Services	57	80	54	100	80	100	33	100	80
Health Services	86	80	92	100	100	100	67	67	100
Nutritional Services	71	90	92	100	100	100	100	67	80
Social Services	43	70	69	100	60	100	33	100	60
Programs for the Handicapped	57	80	54	40	80	100	33	67	80
Transportation Services	57	90	92	100	100	100	100	100	100
Pre-School	0	10	17	0	40	0	0	0	20
Approximate Sample Size	7	10	13	5	5	2	3	3	5

TABLE III-12

PERCENT OF PROJECT DIRECTORS IN EACH SAMPLE STATE RESPONDING IN EACH CATEGORY WHEN ASKED, "WHAT SERVICES ARE PROVIDED OR AUGMENTED AS A RESULT OF YOUR PL 89-750 PROJECT?"

Percent	CA	FL	TX	CO	MI	NY	NC	OH	WA
Remedial Instruction	71	80	58	100	67	100	100	82	100
Bilingual Education	57	0	17	80	100	50	0	83	60
Cultural Development	57	70	33	100	100	100	33	100	80
Vocational Training	0	50	8	60	50	50	67	17	20
Pre-Vocational Counseling	0	60	25	60	50	100	67	33	0
Psychological Services	0	30	25	80	67	50	33	17	20
Health Services	71	50	58	100	100	100	100	100	100
Nutritional Services	71	100	33	100	100	100	100	100	80
Social Services	57	90	58	100	67	100	67	50	60
Programs for the Handicapped	0	20	17	40	50	100	0	33	40
Transportation Services	43	90	25	100	100	100	100	83	100
Pre-School	0	30	17	0	33	50	0	0	0
Approximate Sample Size	7	10	12	5	6	2	3	6	5

FIGURE III-2

COMPARISON OF RESPONSES OF PROJECT DIRECTORS IN BASE AND RECEIVING STATES, BY PERCENT SELECTING EACH ITEM, TO THE QUESTION "WHAT SPECIAL SERVICES ARE OFFERED TO MEET THE NEEDS OF ALL CHILDREN IN YOUR SCHOOL DISTRICT?"

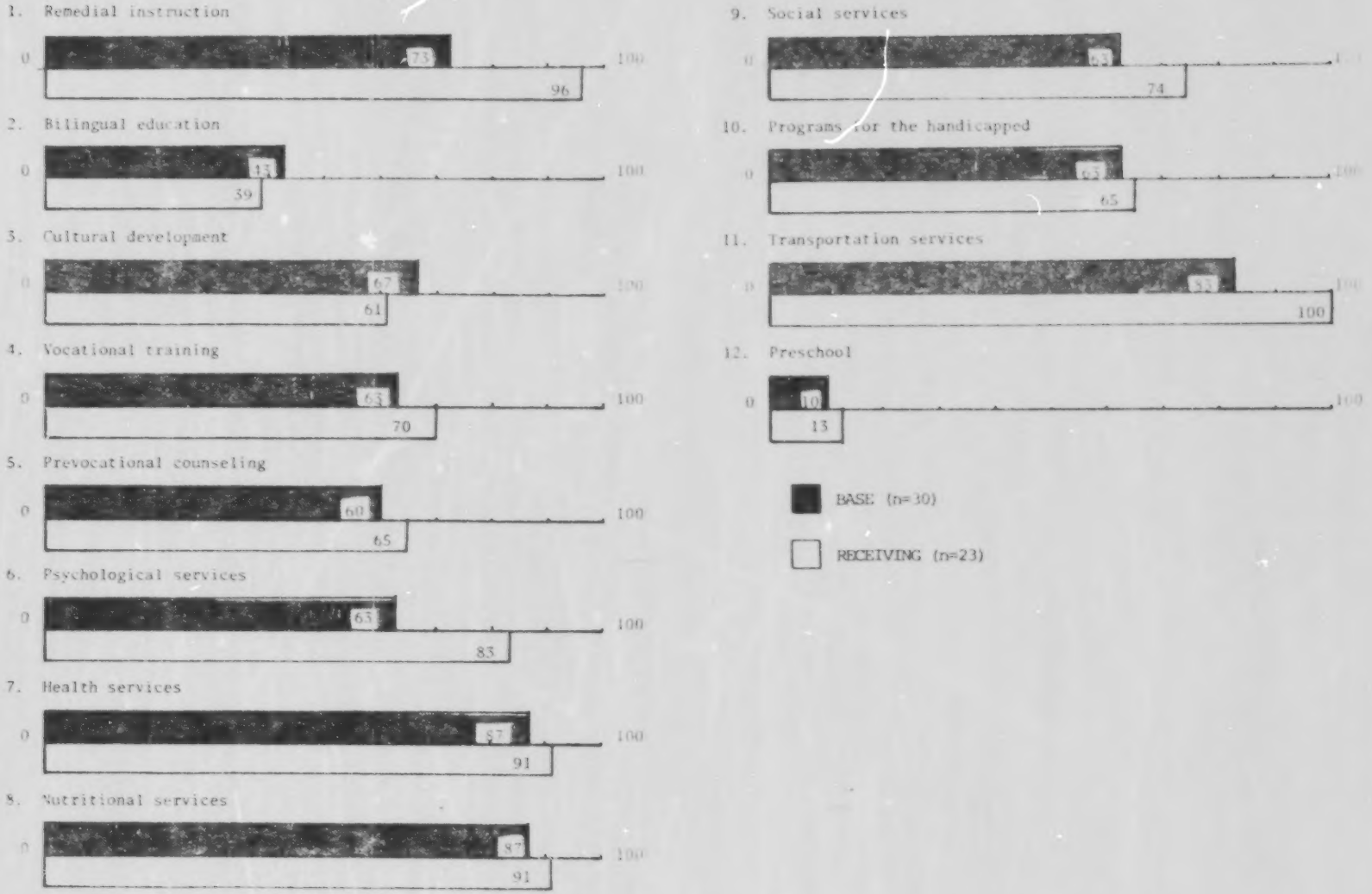
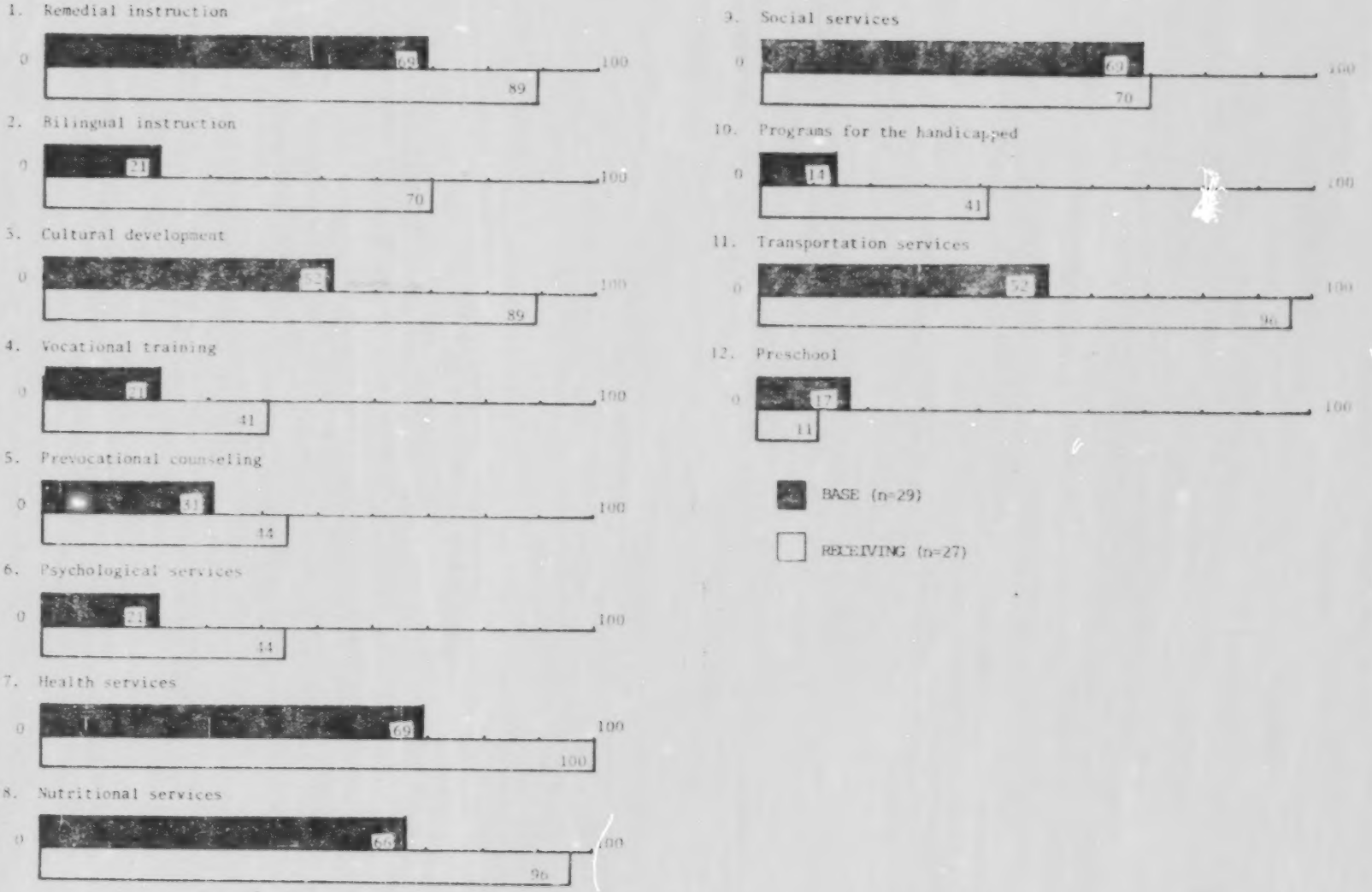


FIGURE III-3

COMPARISON OF RESPONSES OF PROJECT DIRECTORS IN BASE AND RECEIVING STATES, BY PERCENT SELECTING EACH ITEM, TO THE QUESTION "WHAT SERVICES ARE PROVIDED OR AUGMENTED AS A RESULT OF YOUR P.L. 89-750 PROJECT?"



Remedial Instruction

Since most of the migrant students are at a disadvantage educationally and are working at a level which is below that of their age group, remedial instruction is a necessity if they are to improve.

The project directors were asked to indicate whether or not they use specially trained teachers in the remedial program. They responded as follows:

TABLE III-13

PERCENT OF PROJECT DIRECTORS IN EACH SAMPLE STATE RESPONDING YES TO THE QUESTION "DO YOU USE SPECIALLY TRAINED TEACHERS IN THE REMEDIAL PROGRAM?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Percent Yes	71	67	91	100	67	100	67	0	67
Sample Size	7	9	11	4	3	2	3	2	3

Three primary categories of remedial instruction were targeted -- Reading, Mathematics, and English. Using project directors' responses to the question, "HOW MANY MIGRANT CHILDREN RECEIVE REMEDIAL INSTRUCTION BY TYPE OF INSTRUCTION?" the percentage of students in the projects visited receiving remedial instruction through PL 89-750 in the three categories can be projected as follows.

1. In the base states, 86% of the students receive remedial reading, 63% receive remedial mathematics, and 34% receive remedial English.

2. In the receiving states, 67% of the students receive remedial reading, 56% receive remedial mathematics and 55% receive remedial English.

The provision or non-provision of remedial instruction by specific category, particularly in the area of remedial English, becomes much more dramatic when observed on a state-by-state basis.

TABLE III-14

PERCENT OF CHILDREN PER PROJECT, IN EACH SAMPLE STATE, RECEIVING REMEDIAL INSTRUCTION BY CATEGORY

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Percent Receiving Reading	98	97	71	70	54	85	59	75	65
Percent Receiving Mathematics	98	37	52	70	42	84	62	50	20
Percent Receiving English	100	10	27	0	50	0	0	75	27

Of particular concern is the area of remedial English, which varies by one hundred percentage points among the states of the sample. Since communications skills are one of the specific national goals and since spoken English is one of the most important forms of communication, it would seem that a very important aspect of remedial instruction is being overlooked on a national basis.

The project directors were asked if the remedial instruction was any different for migrant children than for non-migrant children. Eighty-eight % of the 25 directors in the base states and 47% of the 19 directors in the receiving states said "no." A difference between the base and receiving states could be expected since the base states have their

students present during the regular school term and, in most cases, the students are integrated into regular classes. However, since the migrant students have been defined as having special problems relating directly to their migrancy, the high percentage of project directors responding in the "no" category throws doubt on whether the program is meeting the specific needs of the migrant students for remedial instruction on a national basis.

Bilingual Education

A large percentage of the migrants in the United States, particularly in the western stream, do not speak English as their primary language. The provision of bilingual instruction for these migrant children is very much linked to local or state educational philosophy and the characteristics of the migrant population within each state. The variety of responses received from the project directors and teachers indicates that the provision of bilingual education, where it is use, is to a large extent without continuity.

The responses of the project directors indicate that substantially more bilingual education takes place in the western migrant stream than in the eastern stream, which could be expected.

The project directors were asked if bilingual education was provided to all children in their school district.

TABLE III-15

PERCENTAGES OF PROJECT DIRECTORS, BY STATES, RESPONDING YES TO THE QUESTION, "IS BILINGUAL EDUCATION PROVIDED TO ALL CHILDREN IN YOUR SCHOOL DISTRICT?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Percent Yes	71	0	62	100	40	0	33	0	20
Sample Size	7	10	13	5	5	2	3	3	5

The directors were then asked if bilingual education was provided or augmented by the PL 89-750 project.

TABLE III-16

PERCENTAGES OF PROJECT DIRECTORS, BY STATES, RESPONDING YES TO THE QUESTION, "IS BILINGUAL EDUCATION PROVIDED OR AUGMENTED BY THE PL 89-750 PROJECT?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Percent Yes	57	0	17	80	100	50	0	83	60
Sample Size	7	10	12	5	6	2	3	6	5

The responses of the aides and teachers showed that a substantial number of the staff in the projects visited were fluent in the native language of hte students. The priority attached to hiring aides who were fluent in the migrants' native language was reflected in the data, which indicated that only about 13% of the aides in the projects which were visited did not speak the native language of the students.

Figures gathered form the projects indicate that the average numbers of bilingual teachers employed on projects that were visited were as follows:

California - 11.6 full-time bilingual teachers per project

Florida - 1.2 full-time bilingual teachers per project

Texas - 5.9 full-time and 14.5 part-time bilingual teachers per project

Receiving states - An average of 1.8 full-time and 1.0 part-time bilingual teachers per project with the largest numbers of teachers — over three per project — in Colorado and Ohio and the smallest — zero — in New York and North Carolina.

Responses gathered from the teachers indicate a substantial degree of fluency in the native language of the migrant students on the part of the teachers.

TABLE III-17

PERCENTAGES OF TEACHERS, BY STATES, RESPONDING YES TO THE QUESTION, "ARE YOU FLUENT IN THE NATIVE LANGUAGE OF THE MIGRANT CHILDREN?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Percent Yes	21	58	60	75	44	36	100	100	33	15
Total Number Responding	85	40	60	16	27	11	3	4	12	13

The responses in New York and North Carolina may be misleading because the teachers in the projects that were visited in these states did not teach any students who spoke Spanish.

The primary emphasis of the bilingual education components of programs appeared to be the use of instructional materials in the native

language combined with a bilingual instructor or aide. The base states indicated more of a reliance on the instructional materials and less on the instructors, while the situation was reversed in the receiving states with more reliance placed on instructors and less on materials. The teachers were asked if they felt that the curriculum offered each migrant child the opportunity to improve communications skills necessary to function in varying situations. Of the 254 teachers who answered the question in both the base and receiving states, over 85% indicated that they felt the curriculum did offer such ooportunity to the migrant children.

It is apparent that most projects which have bilingual students are offering some degree of bilingual education. It was surprising that in Florida, which in its 1971-72 Annual Report recognized the need for bilingual education, the study found no indication that any bilingual education was being offered.

Vocational Training

With some exceptions, the vocational education components of migrant education programs were disappointing. Programs for girls were almost nonexistant or oriented toward homemaking skills rather than job skills. Programs for boys took on an almost monotonous similarity — automobile tune-up, engine repair, welding, and shop subjects.

In the area of vocational education, more than in other areas, the question "What are we educating these students for?" arises.

There seems to be no direction or purpose to the vocational education component of most migrant education programs. This may be due to the following problems:

1. Lack of needs assessment — student needs, local, state and national manpower needs.
2. A tendency to concentrate failures or problem children in "vocational" programs.
3. Confusion between prevocational, "exposure-type" programs and true vocational education programs.

Lack of Needs Assessment. The question of what the migrant students need in the area of vocational education apparently never is asked. The outlook in rural America today is not bright in the employment area. The trend is toward larger farms and more mechanization. The traditional manual jobs in agriculture are becoming scarcer. As the farms are consolidated and fewer people left on them, the need for the support facilities of small rural towns lessens. As this need lessens, the number of jobs of any kind that are available in the towns also lessens. As this happens the more skilled people are forced to take jobs requiring lesser skills and the less skilled people are forced out of jobs.

While fewer jobs are available in the rural areas, more jobs of wider varieties are available in the larger towns and cities. However, the jobs available in the cities require different skills than those in rural areas.

Three questions should be asked, given current trends in the employment area:

1. If a student desires to remain in agriculture, what jobs are available and what skills are needed?
2. If a student wishes to get out of agriculture, what jobs are realistically available and what skills are needed?
3. What can be offered in vocational education that will maximize the potential of those students who remain in the migrant stream?

If a student decides to leave the rural areas and agricultural work what are his opportunities, realistically? What jobs are available, in what geographic area, for students who have only a high school education or who may have to drop out, and what skills will be needed for these jobs?

It seems realistic to assume that not all of the migrant students are going to be able to break out of the migrant stream. Many will probably remain. What skills can be taught that will help them or perhaps enable them to become crew leaders? Subjects like bookkeeping, human relations, supervisory skills, and state regulations and laws about agriculture and migratory labor might be helpful to students who remain in the stream.

It became apparent, after interviewing personnel of the Migrant Education Program at many levels, that little needs assessment has been done in the vocational area. Granted, migrant children need to learn to read, write, add, subtract, and communicate, but they also have to be able to survive in the job world.

The trend in many migrant education programs seems to be to persuade the students to remain in school and perhaps to go on to college. This is necessary and proper, but it is only one-half of the job that needs to be done. Information that is presented in another chapter shows that only about 11% of the migrant students who enter the fifth grade will enter the twelfth grade. This means that less than 11% of all migrant students who begin school will enter the twelfth grade. There is little indication that the situation will rapidly better itself.

It is necessary and proper to do everything possible to encourage the migrant students to stay in school, but, realistically, if so large a percentage of them are going to drop out, then it is also necessary to acquaint them with job alternatives that are within their reach and to provide them with the opportunity to gain entry-level vocational skills.

The idea that the longer a student stays in school the better off he will be may not be completely true. A migrant student who drops out of school in the ninth grade, but who has an entry-level skill in typing, stocking, clerking in a store, mechanics, or any other field, may be better prepared to survive than one who drops out in the twelfth grade but has no vocational preparation.

Since the migrant students tend to drop out of school early, the need for early prevocational and vocational training to supplement the regular educational program is imperative.

Concentrating Problem Children in Vocational Programs. Programs have been or are being developed to provide a saleable, entry-level skill to migrant students. However, even though such programs are being developed, problems still exist, as there is a tendency to concentrate problem students or those who cannot be dealt with in regular classes in the vocational classes. The philosophy for this seems to be to arouse the students' interest in something and induce them to continue in school, or, in a few cases, to provide them with an entry-level skill in some occupation.

What about the students who are not "problems?" Since about 89% of the migrant students will not make it to the twelfth grade, they need to be provided with some vocational alternatives also. A good student may be forced to drop out in the ninth grade due to economic pressures on the family. Since he was not a problem student, he probably received little or no vocational training.

The existing programs offer few alternatives to young men and even fewer to young women. If a young man does not want to weld or work with engines, there may not be anything available to him.

The vocational programs that are available actually serve a very small segment of the migrant student population -- problem students and secondary-age students. Information collected by the study indicates that only about 40% of the migrant students who entered the fifth grade will enter the ninth grade and that these students will be about one to two years older than their counterparts in the average student population. If the vocational

programs are to affect a maximum number of students they must be presented much earlier to many more students.

Confusion Between Prevocational and Vocational Programs. The study encountered many instances in which prevocational, exposure-type programs were being confused with vocational training programs. Prevocational programs seemed to be thought of as testing, counseling, and providing information about employment alternatives. Vocational programs were anything involving manual activity no matter what level that activity was at.

Arts and crafts, basic homemaking skills, basic shop courses, or typing courses provide exposure to alternative areas of employment. They rarely develop the skills needed to function in a particular job. Courses at this level are the necessary beginning for the acquisition of vocational skills, but they should not be construed by those who take them or those who give them to provide anything but exposure to the employment area.

Summary. The basic philosophy of the migrant education vocational training program needs to be realistically reevaluated in terms of the question "What are we educating these students for?" If the program is going to have any effect in this area, it must provide a broader range of training, more technical training in areas that require it, and continuing training that begins in the early grades and build upon a student's regular education.

Prevocational Counseling

Prevocational counseling should be the process of exposing migrant students to information about varied occupations and acquainting them with the alternatives available to them in the job market.

As can be seen from Tables III-11 and III-12, the provision of prevocational counseling to all students by the school districts, or the provision or augmentation of prevocational counseling by the PL 89-750 projects, is sporadic and without continuity.

The previous subsection on vocational training indicates how important prevocational counseling and exposure training is for migrant students.

Results of the study indicate that some prevocational counseling is taking place. These activities are outlined in Table III-18.

TABLE III-18

PERCENT OF PROJECT DIRECTORS IN BASE AND RECEIVING STATES RESPONDING IN EACH ACTIVITY CATEGORY WHEN ASKED THE QUESTION, "WHAT ARE THE ACTIVITIES OF THE PREVOCATIONAL COUNSELING?"

	BASE	RECEIVING
Planning curriculum in line with career aims	8	14
Providing information on possible occupations or academic programs	42	57
Helping students contact agencies and employers	38	0
Testing for interest and/or attitudes	12	7
Consulting with parents	0	21
Approximate sample size	24	14

The project directors also reported that prevocational counseling was being done primarily by school counselors and teachers. The table is presented primarily to show the differences in who presents the counseling in the various sample states.

TABLE III-19

PERCENT OF PROJECT DIRECTORS IN EACH SAMPLE STATE RESPONDING IN EACH PERSONNEL CATEGORY WHEN ASKED THE QUESTION, "WHO PROVIDES PREVOCATIONAL COUNSELING TO THE MIGRANT STUDENTS?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
School counselor	50	38	83	20	25	50	33	33	0
Migrant project personnel	0	25	17	0	25	0	0	0	0
Outside agency or individual	0	0	0	0	0	0	33	33	0
Teacher	50	38	0	40	50	50	33	33	0
Principal	0	0	0	40	0	0	0	0	0
Sample size	2	8	6	5	4	2	3	3	0

As was indicated in the previous subsection on vocational training, the prevocational counseling and exposure is generally begun too late in the school career of the migrant children. Since a majority of them will be gone before the ninth grade, the prevocational counseling and exposure must be presented as early as possible so that it will reach the maximum number of students.

Pre-School Services

Even though the second national migrant program goal specifically calls for pre-school experiences to be provided to migrant children, relatively little has been done in this area. Several reasons are generally given: lack of facilities, expense of operation, and lack of national acceptance. The arguments against the pre-school components are probably true. There is a lack of facilities, they are very expensive, and in many areas the day care aspect of pre-school education is frowned upon.

There is also a compelling need to prepare the migrant students for their entry into the school systems. Information presented in an earlier chapter points out that many of these students fall substantially behind in their first year of school and never catch up, despite remedial assistance.

Pre-school programs can also be developed to benefit others beside the pre-school students. By combining pre-school and high school students in a program, the pre-school students gain the attention and guidance that is so important to them and the high school students gain valuable experience in child care which, if properly supervised, can be excellent vocational training.

Programs For The Handicapped

Few project directors indicated that their projects were providing services to handicapped migrant children. In the base states, 63% of the 30 project directors indicated that their school districts made programs for the handicapped available to all children. In the receiving states 65% of the 23 project directors who responded indicated the same. The directors were asked if programs for the handicapped were provided or augmented as a result of the PL 89-750 project. In the base states, 14% of the 29 project directors who responded, and in the receiving states, 41% of the 29 project directors who responded, indicated that programs for the handicapped were provided or augmented by the PL 89-750 project.

For the most part, the directors, responses show that the services are not actually provided at the project, but take place at other facilities. The directors were asked "WHO PROVIDES THE SERVICES TO THE HANDICAPPED CHILDREN?" Their responses were coded within three categories which are shown in the following table:

TABLE III-20

PERCENT OF PROJECT DIRECTORS IN EACH SAMPLE STATE RESPONDING IN EACH ANSWER CATEGORY TO THE QUESTION "WHO PROVIDES THE SERVICES TO THE HANDICAPPED CHILDREN?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
State, county, local welfare service	75	0	40	100	50	50	0	33	0
Federal	0	0	20	0	25	0	0	0	0
Special school education	25	100	40	0	25	50	0	67	0
Sample Size	4	3	5	1	4	2	0	3	0

The project directors were asked if the programs and services provided for handicapped children were different for migrants than for non-migrants. Only 19 project directors in both the base and receiving states responded to the question, and only three said that the services for migrants were different from those for non-migrants.

Three observations are based on the site visits performed during the study.

1. The term handicapped child was usually interpreted by project personnel to mean emotionally handicapped. In several instances, project directors were asked about physically handicapped migrant children and they indicated that they had not encountered any. They were unable to give any reasons other than that the parents may attach a social stigma to a physical handicap and may be hiding physically handicapped children.

2. Regular projects were not set up to deal with the handicapped children and many emotionally handicapped migrant children probably are never diagnosed. Most children whose problem was severe enough to cause them to need very special assistance were sent to special programs when available.

3. The programs at special centers, when they were available, appeared to be excellent. The Archway School in New Jersey, which receives handicapped migrant children from ten surrounding LEA's, and the Wayne Fingerlakes BOCES Summer Migrant Program for Handicapped Children in New York, were among those visited during the study.

Cultural Development

Cultural development is a somewhat nebulous term. As can be seen from Tables III-11 and III-12, 67% of the 30 project directors in the base states and 61% of the 23 directors in the receiving states who responded to the question indicated that cultural development activities were available to all students. Of the 29 directors responding in the base states and 27 in the receiving states, 52% and 89% respectively indicated that cultural development was provided or augmented by the PL 89-750 project. The study found individual instances in which excellent classes were being given in some aspects of the students' cultures, but there was no general approach or central direction to the subject in most cases. Instances were noted in which Black studies and history, or Mexican-American studies and history were provided, but there seemed to be little attempt to explore the migrant culture with the students or show them how their culture fits into the economic and social life of the United States.

The project directors were asked how the cultural heritage of the migrant students was included in the curriculum. They stated that it was generally incorporated through teaching materials and social activities. The responses of the directors to the above question are presented in the following chart:

TABLE III-21

PERCENTAGES OF PROJECT DIRECTORS, BY STATES, RESPONDING IN EACH METHOD CATEGORY TO THE QUESTION, "HOW IS THE CULTURAL HERITAGE OF THE MIGRANT STUDENTS INCLUDED IN THE CURRICULUM?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Field trips	0	14	0	40	0	50	0	0	33
Teaching materials incorporate consideration of cultural heritage	60	57	78	40	83	50	0	50	33
Discussion of home background in school by children	0	0	0	0	0	0	0	17	0
Social activities incorporating ethnic heritage	40	14	22	20	17	0	100	33	33
Don't know	0	14	0	0	0	0	0	0	0
Other	63	29	50	80	83	50	100	0	67
Sample size	5	7	9	5	6	2	1	6	3

Psychological Services

The provision of psychological services to migrant students appears to be somewhat sporadic. Of the 30 project directors in the base states and 23 in the receiving states, 63% and 83% respectively reported that their school district provided psychological services to all children. Psychological services being provided or augmented by the PL 89-750 program were reported by 21% of the 29 directors who responded in the base states and by 44% of the 29 directors who responded in the receiving states.

A very small number of directors indicated that the psychological services provided were different for migrants than for non-migrants. The directors reported that the psychological services were largely provided by the school counselors, Department of Health personnel, or outside professionals. Their responses are shown below:

TABLE III-22

PERCENT OF PROJECT DIRECTORS IN EACH SAMPLE STATE RESPONDING IN EACH CATEGORY TO THE QUESTION "WHO PROVIDES THE PSYCHOLOGICAL SERVICES TO THE MIGRANT STUDENTS?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
School counselor	25	33	40	67	0	100	0	0	0
Mental health center — Dept. of Health	0	0	0	0	25	0	100	0	100
Outside professional	25	0	40	0	75	0	0	0	0
Migrant education project personnel	0	33	20	0	0	0	0	0	0
Other outside agency	25	0	0	33	0	0	0	0	0
School personnel and outside agency	25	33	0	0	0	0	0	100	0
Sample size	4	3	5	3	4	1	1	1	1

Data collected by the study indicate that there were no psychologists employed on a full- or part-time capacity in the projects visited in California or Florida. The projects that were visited in Texas averaged .3 full-time psychologists per project and .5 part-time psychologists per project. In the receiving states, there were no full-

or part-time psychologists at the projects visited in Colorado, North Carolina, Ohio, or Washington. Michigan had an average of two part-time psychologists per project visited. New York had an average of one full-time and one part-time psychologist per project visited. New Jersey reported one part-time psychologist and the use of a child study team at the Archway School.

Health Services

The delivery of health services to the migrant students is well developed. The project directors' responses shown in Table III-11 indicate that in no case are less than two-thirds of the school districts which were visited making health services available to all students. The project directors' responses also show that in the base states 69% of the 29 directors who responded, and in the receiving states 100% of the 29 directors who responded, indicated that health services were provided or augmented by the PL 89-750 project.

When asked "ARE MIGRANT STUDENTS USUALLY GIVEN A PHYSICAL EXAMINATION UPON ENROLLMENT IN THE PROJECT?" 65% of the 31 directors in the base states who responded and 70% of the 27 directors in the receiving states who responded answered "yes".

The directors were asked what was included in the examination. They answered as follows:

TABLE III-23

PERCENT OF PROJECT DIRECTORS IN BASE AND RECEIVING STATES RESPONDING IN EACH CATEGORY TO THE QUESTION "WHAT IS INCLUDED IN THE MEDICAL EXAMINATION?"

	BASE	RECEIVING
Chest X-Ray	21	25
Vision Check	96	95
Hearing Check	88	95
Innoculations	88	65
Approximate Sample Size	24	20

Most of the examinations were given by registered nurses, but general practitioners, pediatricians, and paraprofessionals were also extensively used. Many of the directors reported that more than one category of personnel were used and indicated that, in many cases, nurses or paraprofessionals gave screening examinations and that the general practitioners and pediatricians examined referrals from the intial screening. Table III-24 reports the percentages of project directors responding for each category of personnel.

The question of whether or not follow-up procedures were established to treat medical problems was asked of the project directors. Of the 31 directors in the base states and 26 directors in the receiving states who responded to the question, 94% and 92% respectively, answered that follow-up procedures for treatment had been established. In some

TABLE III-24

PERCENTAGES OF PROJECT DIRECTORS, BY STATES AND BY BASE AND RECEIVING STATES, RESPONDING IN EACH CATEGORY TO THE QUESTION, "WHO PERFORMS THE MEDICAL EXAMINATION?"

	CA	FL	TX	CO	MI	MY	NC	OH	WA	BASE	RECEIVING
Pediatrician	33	38	8	40	40	50	0	0	50	22	32
General Practitioner	17	62	69	80	20	0	0	67	0	56	37
Pediatric Nurse Practitioner	17	0	0	0	20	0	0	0	0	4	5
Registered Nurse	100	25	85	100	100	0	100	100	67	70	85
Licensed Vocational Nurse	17	0	38	0	20	0	0	0	0	22	5
Paraprofessional	67	38	23	20	40	50	50	33	0	37	32
Approximate Sample Size	6	8	13	5	5	2	2	3	2	27	19

cases, this follow-up consisted of referring the migrants to a public clinic or to a private physician. In other cases, it included provision of and payment for whatever treatment was necessary.

Nurses at the migrant education projects and the project directors reported that they relied heavily on the MSRTS for student health information. They indicated that most of the students do not supply any health records when they arrive, and that the MSRTS information is most helpful.

The directors were asked if the project established a medical record for students who had none at all. All of the 18 directors in the base states who answered the question indicated that they established a record. In the receiving states, 83% of the 18 directors who answered the question indicated that they established a record.

The directors were asked if the health services provided to migrant students were different from those provided to non-migrant students. Their answers are shown in the following table:

TABLE III-2

PERCENTAGES OF PROJECT DIRECTORS, BY STATES, RESPONDING YES TO THE QUESTION, "ARE THE HEALTH SERVICES PROVIDED TO MIGRANTS DIFFERENT FROM THOSE PROVIDED TO NON-MIGRANTS?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Percent Yes	13	20	0	20	100	100	100	67	0
Sample Size	8	10	13	5	5	2	3	6	3

The students themselves were questioned about what health services they had received at the project they were currently enrolled in. They answered as follows:

TABLE III-26

PERCENT OF STUDENTS IN BASE AND RECEIVING STATES RESPONDING IN EACH CATEGORY TO A QUESTION ABOUT WHAT HEALTH SERVICES THEY HAD RECEIVED AT THE PROJECT IN WHICH THEY WERE CURRENTLY ENROLLED.

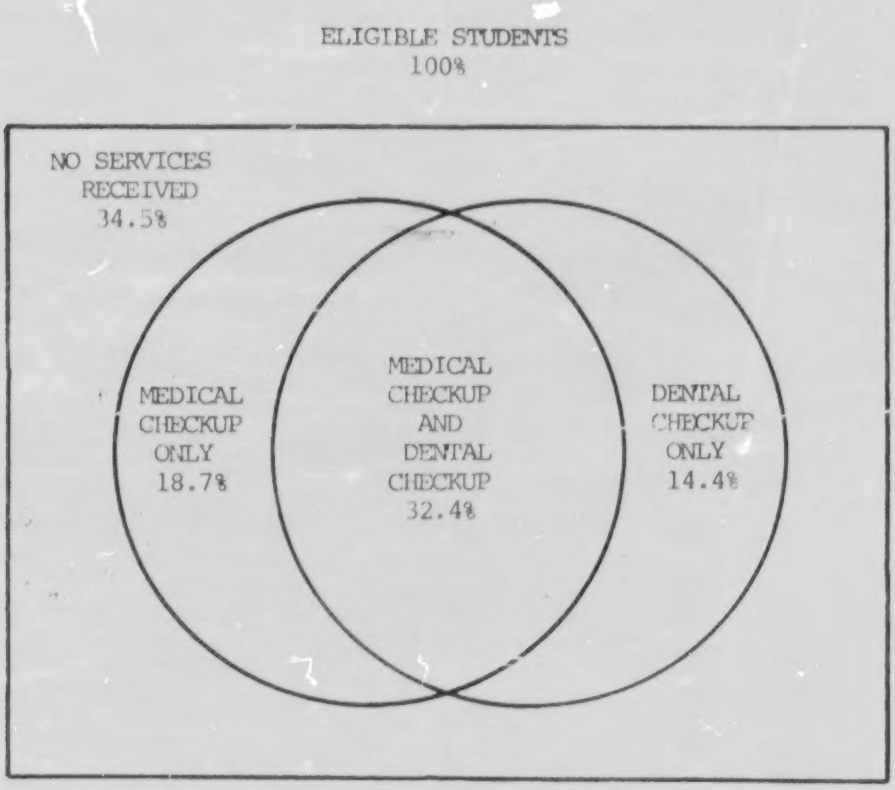
	Base States	Receiving States
Received Medical and Dental	28	41
Received Medical but not Dental	22	12
Received Dental but not Medical	15	15
Received Neither	35	32
Sample Size	278	144

Figure III-4 graphically illustrates the receipt of health services.

As previously stated, the delivery of health services to the migrant students is well developed. The study encountered many excellent medical and dental facilities and personnel. Since a great deal of money must be put into these facilities, it would seem to be more beneficial if only emergency facilities were maintained in the receiving states and a greater amount of money for facilities and treatment was provided to the base states where the migrants are more concentrated and spend much more time. An interstate needs assessment and more cooperation among the base and receiving states is needed in this area.

FIGURE III-4

PERCENT OF STUDENTS RESPONDING IN EACH CATEGORY TO A QUESTION ABOUT WHAT HEALTH SERVICES THEY HAD RECEIVED AT THE PROJECT IN WHICH THEY WERE CURRENTLY ENROLLED.



Nutritional Services

Nutritional services are very important to the education of the migrant children. Many do not receive proper nutrition at home. Practically every migrant education project either has nutrition services that are normally provided to all children or augments or provides the services with funds from PL 89-750. The actual percentages of project directors' responses have already been provided in Tables III-11 and III-12.

The project directors were asked if their project provided a free nutrition program for the migrant students. Of the fifty-five project directors in the base and receiving states who answered the question, only two, both from California, reported that their projects did not provide a free nutrition program to the migrant students.

The directors were then asked about what was included in the free program. It is apparent that most projects are providing a lunch and a substantial number provide breakfast also. Their responses were as follows:

TABLE III-27

PERCENTAGES OF PROJECT DIRECTORS, BY STATES, RESPONDING POSITIVELY IN EACH CATEGORY WHEN ASKED, "DOES THE FREE NUTRITION PROGRAM INCLUDE THE FOLLOWING?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Breakfast	29	100	64	100	100	50	0	83	33
Mid-morning snack	29	80	36	20	33	50	33	0	25
Lunch	86	100	91	100	100	100	67	100	75
Mid-afternoon snack	29	90	27	80	67	100	0	33	0
Dinner	0	0	9	20	17	0	33	0	25
Approximate Sample Size	7	10	11	5	6	2	3	6	3

Teaching the students about good nutrition is an important part of any nutrition program. The project directors were asked "ARE STUDENTS TAUGHT THE NUTRITIONAL VALUE OF ALL FOODS?" Twenty-nine directors in the base states and twenty-six in the receiving states responded to the question. Of those who responded, 97% and 92% respectively answered "yes".

In many projects, the teachers ate with the students and reinforced points about nutrition which had been taught earlier in the classroom.

The directors were asked if ethnic foods were included in the program. More than three-fourths of the fifty-four directors who responded answered that they were. The directors may have overstated the situation somewhat. The food at most schools that were visited seemed to be well prepared and planned. Although student likes and dislikes toward the food were monitored, there seemed to be no overall plan for the inclusion of ethnic food.

Primary funding sources of the nutrition programs in the various states were indicated by the project directors as follows:

TABLE III-28

PERCENTAGES OF PROJECT DIRECTORS, BY STATES, RESPONDING IN EACH SOURCE CATEGORY TO THE QUESTION, "WHAT ARE THE FUNDING SOURCES OF YOUR NUTRITION PROGRAM?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
PL 89-750	57	90	50	100	80	100	67	100	50
USDA commodity food	29	80	67	80	100	50	67	100	100
USDA school lunch	71	100	83	80	100	50	33	33	0
Approximate sample size	7	10	12	5	5	2	3	6	4

In FY 1973, the following amounts of PL 89-750 monies were spent in each sample state on nutrition services

TABLE III-29

EXPENDITURE PER SAMPLE STATE OF PL 89-750 MONIES FOR NUTRITIONAL SERVICES IN FY 1973

	CA	FL	TX
$	109,432	237,540	258,228

CO	MI	NY	NC	OH	WA
43,374	131,596	72,469	57,485	82,731	13,417

When asked "ARE THE NUTRITIONAL SERVICES OFFERED TO MIGRANTS DIFFERENT FROM THOSE OFFERED TO NON-MIGRANTS?" the project directors responded as follows:

TABLE III-30

PERCENTAGES OF PROJECT DIRECTORS, BY STATES, RESPONDING YES TO THE QUESTION, "ARE THE NUTRITIONAL SERVICES OFFERED TO MIGRANTS DIFFERENT FROM THOSE OFFERED TO NON-MIGRANTS?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Percent Yes	33	30	9	20	100	100	33	33	50
Sample Size	6	10	12	5	5	2	3	6	4

Social Services

Tables III-11 and III-12 indicate that most projects that were visited have social services provided for all students by the school district or augment or provide social services with PL 89-750 funds.

The project directors indicated that the following people or agencies provide social services to the migrant students:

TABLE III-31

PERCENTAGES OF PROJECT DIRECTORS, BY STATES, RESPONDING IN EACH PERSONNEL OR AGENCY CATEGORY WHEN ASKED THE QUESTION, "WHO PROVIDES THE SOCIAL SERVICES TO THE MIGRANT STUDENTS?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Migrant project personnel	9	50	20	43	50	0	50	25	33
State welfare agencies	27	17	40	14	17	0	0	25	0
County welfare agencies	36	33	13	14	33	0	50	0	33
Other federal program	9	0	0	0	0	0	0	25	33
School personnel	18	0	27	29	0	100	0	25	0
Sample size	9	18	15	7	6	1	3	4	3

The directors also reported that the following social services were those most often provided:

TABLE III-32

PERCENTAGES OF PROJECT DIRECTORS, BY STATES RESPONDING IN EACH SERVICE CATEGORY WHEN ASKED THE QUESTION, "WHAT ARE THE ACTIVITIES OF THESE SOCIAL SERVICES?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Provide welfare services to migrant families	20	24	30	17	33	20	33	67	33
Provide health care to migrant families	20	20	15	33	33	40	33	33	0
Legal assistance	40	8	10	0	0	0	0	0	0
Counseling	20	32	35	33	33	40	33	0	33
Transportation to and from agencies or professionals	0	16	10	17	0	0	0	0	33
Sample size	5	25	20	6	6	5	3	3	3

Reading both tables horizontally within each personnel or service frame indicates that some substantial differences exist in the ways in which the various sample states approach the problem of providing social services for the migrant students, and raises questions about the continuity of social services as a student moves in the migrant stream.

The project directors were asked if there was any difference in the social services for migrants and non-migrants. They answered as follows:

TABLE III-33

PERCENTAGES OF PROJECT DIRECTORS, BY STATES, RESPONDING YES TO THE QUESTION, "ARE THE SOCIAL SERVICES PROVIDED TO THE MIGRANT STUDENTS DIFFERENT FROM THOSE PROVIDED TO THE NON-MIGRANT STUDENTS?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Percent Yes	0	20	0	0	67	50	50	67	0
Sample Size	5	10	11	5	3	2	2	3	4

Transportation Services

As in indicated by Tables XIII-11 and XIII-12, transportation is provided to most students as a part of the regular school districts' programs in the base states. It does not need to be heavily augmented or provided by PL 89-750 funds. The exception is Florida which does not provide transportation for preschool students. Transportation for the Florida Migrant Education Program's Early Childhood Development programs must be provided by the PL 89-750 project itself.

Since the projects in the receiving states usually do not function in conjunction with a regular school program, they do not have the benefits of the school district's transportation services and must provide, or at least augment, transportation services.

The project directors reported that their projects provided the following types of transportation for migrant students:

TABLE III-34

PERCENT OF PROJECT DIRECTORS IN EACH SAMPLE STATE RESPONDING IN EACH TRANSPORTATION CATEGORY WHEN ASKED THE QUESTION, "WHAT ARE THE TRANSPORTATION SERVICES PROVIDED TO MIGRANT STUDENTS FOR?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
To and from school	67	67	80	100	100	100	67	100	100
To field trips	83	78	100	100	100	100	100	83	100
To and from health service	17	38	33	80	80	100	67	17	50
To and from welfare agency	0	0	0	0	0	0	0	0	0
To and from social activities	0	0	0	0	0	0	0	0	0
Approximate sample size	6	9	10	5	5	2	3	6	5

The study found that many project personnel often volunteer their private automobiles to carry migrant students to needed appointments.

The project directors were asked whether or not the transportation services provided for the migrant students were different from those provided for non-migrant students. They responded as follows:

TABLE III-35

PERCENT OF PROJECT DIRECTORS IN EACH SAMPLE STATE RESPONDING YES TO THE QUESTION "ARE THE TRANSPORTATION SERVICES PROVIDED TO MIGRANT STUDENTS DIFFERENT FROM THOSE PROVIDED TO NON-MIGRANT STUDENTS?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Percent Yes	33	22	11	0	60	50	67	33	0
Sample Size	6	9	9	5	5	2	3	6	5

Community Services

Project directors and principals reported that local community agencies, civic groups, and church groups help in providing services to migrant students. Their cooperation is noted here and discussed in detail in Chapter XII.

Extended Day Services

The need for programs that operate for longer than the "normal" operating hours is critical. The parents of migrant students leave for the fields several hours before many projects open and return after the

projects have closed. Projects which are open from 9:00 am to 3:00 pm do not meet this need. The project directors were asked, "DOES YOUR PROJECT USE THE EXTENDED DAY SCHEDULE?" They responded as follows:

TABLE III-36

PERCENT OF PROJECT DIRECTORS IN EACH SAMPLE STATE RESPONDING YES TO THE QUESTION "DOES YOUR PROJECT USE THE EXTENDED DAY SCHEDULES?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA
Percent Yes	25	70	36	100	20	100	0	0	0
Sample Size	8	10	11	4	5	2	3	6	3

Only 45% of the 29 directors in the base states and 30% of the 23 directors in the receiving states answered yes. Those who answered "yes" were then asked if the extended day schedule was provided because of the migrant students. Of the fourteen directors who answered yes in the base states, twelve said it was because of the migrant students. All of the seven directors who answered yes in the receiving states said it was because of the migrant students.

There is also a need for the summer programs in the receiving states to last as long as the migrant students are there to receive services. Most programs last about six weeks. In many states the migrants are present much longer. The object of the program is to provide services to the

migrant students. They have needs that include the need for programs with special schedules. Migrant education projects should made every effort to build their schedules around the needs of the students.

CHAPTER IV

PARAPROFESSIONAL PROGRAM AIDES

The designers of Title I migrant education programs realize, as do other social service administrators, the advantages of involving community residents in the direct delivery of services as well as in the planning process. This study found that migrant education programs are using paraprofessionals in a variety of positions. Indigenous workers are employed as helpers in the nutrition programs, as school bus drivers, as program recruiters and as teacher-aides — the latter having a major role due to the support they offer the teacher in initiating relevant teaching methods geared specifically to migrant children. The importance of aides' participation led the contractor to pay close attention to their activities in order to identify those factors that affected their contribution to the migrant education programs.

RECRUITMENT OF AIDES

Recruitment procedures for aides have important ramifications when one considers the general philosophy of employing paraprofessionals. If the employment of aides is to provide additional support to teachers and, more important, to provide members of the community with increased knowledge, training, and development of personnel skills, and also to provide career advancement role models for the community and increase citizenship participation, then

recruitment procedures must be directly related to the overall goals of the program.

The aides were asked, "HOW DID YOU LEARN OF THE NEEDS FOR TEACHER AIDES TO WORK IN THE PROGRAM?" The aides provided the following responses:

TABLE IV-1

RESPONSES OF TEACHER AIDES BY STATE, IN PERCENT, TO THE QUESTION "HOW DID YOU LEARN OF THE NEEDS FOR TEACHER AIDES TO WORK IN THE PROGRAM?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Friend	31	19	13	44	15	40	50	25	44	0
School personnel	20	54	73	44	44	40	0	75	22	33
Employment office	17	4	4	12	4	0	0	0	0	33
Parent group	6	0	2	0	11	0	0	0	0	0
Other	26	23	7	0	26	20	50	0	33	33

As expected, a high percentage of aides said school personnel informed them of employment opportunities. There also appears to be a great deal of word-of-mouth recruitment, which may tend to limit the employment opportunities of the general migrant community. It is of interest to note that parent groups in California and Michigan have some degree of involvement in the recruitment of paraprofessionals for the program.

For the most part, those persons responsible for recruitment and selection of program staff looked for specific characteristics in seeking teacher-aides applicants. The most commonly applied requirements were that candidates come from the local community or be migrants, and that they have previous experience or familiarity with the program. Approximately 80.3% of the aides contacted in this study were residents of the local community. Other candidates whose experience was considered relevant were settled-out migrant students on summer leave from colleges and universities in their base states and aides, certified teachers or other persons who had worked in migrant programs in the past. Further illustration of the responses is provided in Table IV-2.

TABLE IV-2

PERCENTAGES OF AIDES, BY STATES AND BY BASE AND RECEIVING STATES, AFFIRMATIVELY ANSWERING THE QUESTION "ARE YOU A RESIDENT OF THE LOCAL COMMUNITY?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	39	84	85	100	156	70	100	80	56	100	86	72
SAMPLE SIZE	35	25	41	9	27	10	9	5	9	3	101	72

These findings must be examined in terms of the need for the projects to employ members from the active migrant community. It is the contractor's opinion that migrant aides can provide a link between the school and the migrant community. In addition, the training and experience received by migrant aides can produce a "spin off" effect to other members of the migrant community. Migrant parents see there are other options than working in the fields. The aides also become an asset to the community by assisting the other parents in working with their children. Furthermore, when the aides return to the base states, they can continue their work and training in the regular school program. Thus, a cadre of highly skilled paraprofessional aides is created, which can be utilized in both base and receiving states. Unfortunately, what often happens is that a migrant parent or an older child is recruited and trained as an aide in a receiving state, but upon returning to the base state finds that there are no employment opportunities. The consequence of this experience requires no explanation.

The employment of aides from the settled-out migrant population also produces positive benefits. In addition to linking the migrant community and the school, they also serve as role models to the active migrant population. They may encourage other migrants to settle out of the stream.

The employment of aides from the non-migrant community produces other beneficial results. First, it provides employment to local residents. Second, it provides them with a greater understanding of migrant problems, which may be passed on to other community members. Third, it provides an

incentive to the community to operate the programs, as the residents see that they too are receiving benefit from a Federal program.

The most important factor that must be considered is the establishment of a proper balance in the employment of aides in the PL 89-750 program — a balance that will be beneficial to all segments of the community.

CHARCTERISTICS OF THE AIDES

The importance of having someone in the classroom who can relate to children in their native language cannot be overstated. In the past, a common obstacle for teachers was trying to "get through" to children with little or no knowledge of the English language. This barrier, of course, has been most detrimental to the children. The ideal situation would be to utilize bilingual teachers as needed. However, since this is not always possible, bilingual teacher-aides provide a satisfactory alternative.

Of all the aides interviewed, 86.9% spoke the native language of their students and 13.1% did not. Table IV-3 breaks down the total by states and by base and receiving states.

TABLE IV-3

PERCENTAGES OF AIDES, BY STATES AND BY BASE AND RECEIVING STATES, AFFIRMATIVELY ANSWERING THE QUESTION "DO YOU SPEAK THE NATIVE LANGUAGE USED BY THE STUDENTS?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	94	85	84	89	85	100	88	100	56	100	88	86
SAMPLE SIZE	35	26	44	9	27	9	8	5	9	3	105	70

It should be noted, however, that language ability should not be the sole consideration in selecting bilingual personnel. For example, in those programs visited where South and Central Americans were being utilized as aides, the value of their involvement was questionable. They are usually hired for their language ability, and although they prove to be a tremendous help to teachers in facilitating communication, they usually have little understanding of migrant children. Although they may be very sincere in their efforts to help, their lack of awareness of migrant problems and life style has limited their ability to relate to the migrant students.

WORK EXPERIENCE

One of the most valuable assets that an aide can bring to a program is the wisdom derived from previous experience. Consequently, attention was given to finding out how many aides had worked in similar positions in the past.

The aides were asked, "HAVE YOU EVER WORKED AS AN AIDE BEFORE?" Forty-two percent of the total sample indicated "yes" and 58% replied in the negative.

Table IV-4 breaks down the totals and shows 37% in the base states had previous experience, and 50% in the receiving states.

TABLE IV-4

PERCENTAGES OF AIDES, BY STATES AND BY BASE AND RECEIVING STATES, AFFIRMATIVELY ANSWERING THE QUESTION "HAVE YOU EVER WORKED AS AN AIDE BEFORE?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	40	35	36	50	41	40	75	60	56	67	37	50
SAMPLE SIZE	35	26	45	8	27	10	8	5	9	3	106	70

Judging from these findings, there is significant turnover of aides. The amount of time spent on training them may be greater than would be necessary if programs sought out persons with experience. Attempts should also be made to maintain continuity and coordination between the base and receiving states in the employment of aides.

Although approximately half of the aides had not worked in similar capacities before involvement in Title I Migrant programs, the data revealed more than three-quarters of them had been with their respective programs longer than six months. When questioned about their tenure as aides, only 20.1% said they had worked six months or less in the program; 27% had been aides from six to twelve months and a majority of 53% had been with the program for more than one year. Some had as much as three years of experience. As shown in Table IV-5, 90% of the aides in the base states had served at least six months.

TABLE IV-5

LENGTH OF SERVICE OF TEACHER AIDES, BY STATES AND BY PAIRED AND RECEIVING STATES, IN PERCENT IN EACH CATEGORY

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	PAIRED	RECEIVING
6 months	14	12	7	22	52	30	22	60	22	0	10	35
6 - 12 months	17	31	27	33	22	20	78	40	11	33	25	31
1 year	69	57	66	45	26	50	0	0	67	67	65	34
SAMPLE SIZE	35	26	45	9	23	10	9	5	9	3	106	68

It is reasonable to conclude that teacher-aides, by their long involvement with the programs, have gained some degree of proficiency in the roles they fill in the classroom. Many aides, working with teachers as a team, have made worthwhile contributions to the program. Other aides, however, have played more limited roles because of the duties assigned to them, or because of lack of support by other program personnel. All programs are left to determine the roles of their paraprofessional staff according to their needs. It is therefore important to review how the various programs use their teacher-aides.

DUTIES OF THE AIDES

Comments from teacher-aides interviewed showed that those who had been with the program for a year or longer had acquired enough skills to take on relatively sophisticated roles. The teachers employ them in meaningful activities such as developing instructional materials or teaching small groups within the classroom. Aides that were relatively new to the

program understandably had more mundate duties. It is important to note that most aides had no previous experience in the educational field and, because of minimal training efforts by the programs, the aides' first year is a learning experience in which they become familiar with teaching techniques and methods under the guidance of teachers.

When asked, "WHAT ARE THE DUTIES OF THE TEACHER AIDES?" the aides listed a variety of duties or responsibilities. Table IV-6 shows the frequency with which various categories of duties were listed.

The more common assignments were assisting with teaching (27.2%), clerical functions (20%) and individualized teaching (17%). When teachers were asked what they perceived the aides' duties to be, they also agreed that the aides most often assisted in teaching activities (30%), in individualized instruction of students (24%) and in clerical duties. An example of the latter was found in Texas where some programs assigned aides to work with the MSRTS system.

In reviewing those duties performed outside of the classroom, teacher-aides most often helped in the food service programs (9.3%). This activity usually consisted of supervising children. To a lesser extent, aides also were responsible for assisting in the transportation of students (4.1%), supervision of games and recreation periods (6.6%), clean-up duties in the classroom and cafeteria (7.5%). Another area in which teacher-aides were seldom utilized was communication with parents (0.5%). However, when asked specifically if they ever visited homes or talked to parents, 61.2% stated that at least once during the program year

TABLE IV-6

DUTIES OF TEACHER AIDES, BY PERCENT IN EACH CATEGORY,
FOR BASE AND RECEIVING STATES, EAST AND WEST STREAMS, AND TOTAL

	Overall	Base	Receiving	East	West
Assisting with food services	9.3	10.5	7.7	24.0	3.75
Clerical, keeping records, grading	19.5	26.7	10.3	25.6	17.2
Assisting with teaching (supervision)	27.2	28.7	25.3	24.8	28.1
Transportation of students	4.1	3.6	4.6	9.1	2.2
Individualized teaching	17.0	13.0	22.2	11.6	19.1
Bilingual instruction	8.4	8.5	8.2	0.0	11.6
Visiting parents	0.5	0.8	0.0	0.0	0.6
Games and recreation	6.6	0.8	13.9	3.3	7.8
Other (e.g. cleaning)	7.5	7.3	7.7	1.7	9.7
SAMPLE SIZE	441	247	194	121	320

they visited homes or spoke with parents concerning their children's progress in the program.

There was an interesting disparity between the duties of aides in the eastern stream and in the western stream. In the eastern stream 24% assisted in the food service program, but only 3.8% performed this duty in the western stream; 9.1% of the aides were assigned transportation duties in the eastern stream while only 2.2% did the same in the western stream. On the other hand, the programs in the eastern stream did not involve their aides in bilingual instruction (0%) but 11.6% of the aides in the western stream were active in this area. Therefore, in reviewing Table IV-7, it can be generally concluded that programs in the western stream seem to be utilizing teacher aides more effectively. That is to say, aides in the western stream seem to spend more of their time in actual instruction than aides in the eastern stream, who apparently divide much of their time among a variety of duties outside of the teaching process.

Teachers were also asked about the role of teacher-aides, particularly those under their immediate supervision. They were asked about the availability of aides, how they were utilized, and whether they increased the teachers' effectiveness. The data of Table IV-7 show that most teachers had an average of 1.5 aides working with them when migrant students were in their classrooms. In Michigan, teachers had an average of 2.2 aides available to them. It is interesting to note that Ohio falls behind the other states in the sample.

TABLE IV-7

NUMBER OF AIDES PER TEACHER, BY STATES AND BY BASE AND RECEIVING STATES

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Aides per teacher	1.5	1.8	1.1	1.2	2.2	1.5	1.0	1.3	0.9	1.4	1.4	1.5
SAMPLE SIZE	76	38	55	19	27	13	4	4	12	11	169	90

Table XII-8 gives a break-down by states of the average number of hours worked by the aides in a week.

TABLE IV-8

AVERAGE WEEKLY HOURS OF AIDES, BY STATES AND BY BASE AND RECEIVING STATES

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Number of hours	7	32	23	28	32	34	22	19	31	22	17	29
SAMPLE SIZE	80	35	53	18	27	12	4	4	11	12	168	88

As shown in Table IV-9, a high percentage of teachers felt quite positive about the use of teacher-aides in their classroom. In the base states, 95% signified that aides increased their effectiveness and in the receiving states 99% of the replies were affirmative. Because most training of aides was left to the teachers, the assignment of duties was also left to their discretion. In some instances, the teachers' overloaded schedule did not leave time to train aides and therefore their duties did not focus intensively on classroom instruction. On the other hand, especially in the case of aides who had been with the program for a longer time, teachers found more innovative ways of involving their aides. For example, many teachers found it beneficial for the aides under their supervision to become proficient in the use of certain materials or to be responsible for helping students in a specific subject.

TABLE IV-9

PERCENTAGES OF TEACHERS, BY STATES AND BY BASE AND RECEIVING STATES, AFFIRMATIVELY ANSWERING THE QUESTION "HAS THE USE OF AIDES INCREASED THE TEACHER'S EFFECTIVENESS?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	93	100	92	100	100	100	67	100	100	100	95	99
SAMPLE SIZE	61	34	51	16	27	3	3	4	11	12	146	76

TRAINING OF TEACHER-AIDES

Training is a prerequisite for effective utilization of paraprofessional teaching aides. The majority of aides are lay people with virtually no under-

standing of teaching concepts or methodologies. The purpose of training is to correct this, if only to provide them with a working basis for doing their job.

Although the need for training programs was recognized by program administrators, training apparently was not given sufficient stress. At best, the training could be described as sporadic and of questionable quality. A number of aides commented they never attended a workshop or orientation session. A common reason given was that they were hired after pre-service training, and although they had been on the job close to a year, no additional sessions had been given. These aides were not really aware of objectives or the full extent of the program except in very vague terms. For example, even though a good portion (85.5%) acknowledged that at some point they had received an explanation of the goals and objectives of the program, further questioning revealed that many still did not have a thorough understanding of them.

Table IV-10 gives the responses of aides when asked if they had been provided with in-service training specifically designed for the teaching of migrant children. Approximately 67.2% answered yes. Again, responses from aides in Ohio are relatively lower than responses in the other states.

TABLE IV-10

PERCENTAGES OF AIDES, BY STATES AND BY BASE AND RECEIVING STATES, AFFIRMATIVELY ANSWERING THE QUESTION "WAS THERE ANY IN-SERVICE TRAINING FOR YOU DESIGNED SPECIFICALLY FOR TEACHING MIGRANT CHILDREN?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	74	52	74	78	81	50	44	60	33	100	69	65
SAMPLE SIZE	35	25	43	9	26	10	9	5	9	3	103	71

Eighty-five percent of those aides who answered affirmatively stated that the training they received had been adequate. Table IV-11 breaks down the responses by states.

TABLE IV-11

PERCENTAGES OF AIDES, BY STATES AND BY BASE AND RECEIVING STATES, AFFIRMATIVELY ANSWERING THE QUESTION "WAS THE TRAINING ADEQUATE?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	77	85	90	100	73	100	80	100	100	100	84	85
SAMPLE SIZE	31	13	31	7	22	5	5	3	3	3	75	48

When further questioned, it was determined that 60.8% had been included in the training program offered to the teachers. Those aides that had not received any training complained that they were placed at a disadvantage because they were not familiar with proper teaching techniques and needed some basis for coordinating their efforts with the teacher in planning classroom activities. Certified teachers who were hired as aides but knew very little about migrants especially stressed the need to participate in some form of training. Further details of the above question are provided in Table IV-12.

TABLE IV-12

PERCENTAGES OF AIDES, BY STATES AND BY BASE AND RECEIVING STATES, AFFIRMATIVELY ANSWERING THE QUESTION "ARE YOU INCLUDED IN THE IN-SERVICE TRAINING PROGRAM OFFERED TO THE TEACHERS?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	60	43	78	78	54	50	43	60	44	100	64	57
SAMPLE SIZE	35	23	41	9	26	8	7	5	9	3	99	67

Overall reaction to the question "HAS THE IN-SERVICE TRAINING PROGRAM HELPED YOU DO A BETTER JOB?" was a significant 89.7% positive replies. Table IV-13 gives more details.

TABLE IV-13

PERCENTAGES OF AIDES, BY STATES AND BY BASE AND RECEIVING STATES, AFFIRMATIVELY ANSWERING THE QUESTION "HAS THE IN-SERVICE TRAINING PROGRAM HELPED YOU DO A BETTER JOB?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	88	93	97	88	79	100	80	100	75	100	93	85
SAMPLE SIZE	32	15	33	8	19	4	5	3	4	3	80	46

A majority of the aides felt there was need of more in-service training. Table IV-14 gives the details.

TABLE IV-14

PERCENTAGES OF AIDES, BY STATES AND BY BASE AND RECEIVING STATES, AFFIRMATIVELY ANSWERING THE QUESTION "IS THERE A NEED FOR MORE IN-SERVICE TRAINING?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	82	85	93	67	52	43	29	60	100	100	87	60
SAMPLE SIZE	34	26	42	9	25	7	7	5	9	3	102	65

Many aides accompanied their answers with suggestions. The following are a few of their recommendations and statements pertaining to training:

- Workshop should be more relevant to the use of curriculum materials.
- Objectives and goals of the program should be more fully explained.
- Provide more constructive help as to what to expect in the classroom as well as how to handle certain problems.
- Better orientation in terms of outlining duties of aides.
- Must have continuous in-service training in order to determine and alleviate problem areas.
- Workshops are usually too long. More frequent sessions would be more effective. Too much material presented and not sufficient time to digest it.
- Many workshops too repetitive, especially for aides who have worked previously with program.
- More training sessions with teachers in how to prepare classroom materials.
- Include parents in training sessions to provide them with insight as to activities that the program provides their children.

In general, those aides who participated in training activities did benefit from the experience. Although their expectations and needs were obviously not fully satisfied, the validity of the training cannot be denied. One of the strongest recommendations (63%) provided by teachers, in reference to helping aides reach more effective levels of participation, is that more frequent and relevant workshops be offered. The next step would be to incorporate staff suggestions into a viable training program for all teacher-aides. More detailed information regarding teacher recommendations is given in Table IV-15.

TABLE IV-15

RECOMMENDATIONS OF TEACHERS FOR MAKING AIDES MORE EFFECTIVE,
BY STATES AND BY BASE AND RECEIVING STATES, IN PERCENT IN EACH CATEGORY

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Workshops	19	54	29	33	37	0	25	60	30	0	30	33
Instructional responsibilities	6	2	3	8	0	0	25	0	0	0	4	3
More job security and pay	0	11	1	0	0	0	0	0	10	0	3	1
Subsidize transportation	0	0	0	0	0	0	0	0	0	0	0	0
Increase educational responsibility	22	7	38	21	40	22	0	0	0	50	24	8
None	13	4	14	17	23	22	50	20	30	50	11	31
Other	26	11	10	21	0	56	0	20	30	0	17	23
More aides - full time or otherwise	15	11	5	0	0	0	0	0	0	0	11	0
SAMPLE SIZE	96	46	73	24	30	9	4	5	10	8	215	90

CAREER DEVELOPMENT

Career development, although encouraged in most of the programs, is not given special emphasis. It is principally a matter between aide and teacher. There were many cases where aides received positive encouragement from teachers to continue their education and enter the teaching field. However, it would be more correct to classify teacher encouragement as self-improvement for the aides rather than to state that the program provides career opportunities. For example, there were no teachers in the program who had been employed as aides prior to their present assignment. Nevertheless, when asked if there was opportunity to move beyond the classification of teacher-aide, 59.6% of the aides answered yes.

A number of aides said they were urged by teachers to seriously consider going on to college and training credentials. At the same time, a good portion (53%) were also encouraged to take special training courses at local institutions and universities in order to be more effective in their daily work. Some had taken the initiative of enrolling in night courses such as child psychology, first aid, or nutrition. It is likely that the aides involved in such activities have been with the program for several years and have received strong guidance and support from teachers.

It is encouraging to note that a few States are making attempts to provide greater assurance of career development opportunities for paraprofessional aides. Furthermore, attempts are being made to legitimize much of the training and experience the aides are receiving. For example, the State of Washington is in the process of establishing criteria jointly through a committee of teachers, administrators, parents, aides, and State Advisory Committee members for the setting of standards and issuance of certificates for teachers and aides in migrant education, without regard to other legal certification. Migrant teacher and aide certification will have no legal basis, but will serve to provide teachers, aides, and others who are responsible for their training and assignment with a scale by which to determine where they should be assigned in migrant programs. Certification will be issued by the Migrant Education Office in the Office of the Superintendent of Public Instruction, upon application by the teacher or aide involved, and upon the recommendation of the employing district administrator.

In addition, the SEA is in the process of determining the in-service training and certification needs of support personnel such as home visitors and counselors. Standardized minimum in-service training requirements, implementation of training to bring them to this standard, and provision for certification is planned.

In conclusion, it can be stated that when paraprofessionals are utilized in the classroom to the fullest extent, the outcome can be a good experience for all concerned. Aides that were well informed about the purpose of the program, and given adequate guidance by other staff, not only performed well but also improved their own self-image. Not only was their input of relevance to the program but they also served as role models to the young underprivileged children being served by the program. Teachers, who have the closest relationship with program aides, agree that increased educational opportunities for aides would be a valuable secondary benefit of Title I Migrant Programs.

CHAPTER V

HOME-SCHOOL RELATIONSHIPS

GETTING TO KNOW CHILDREN'S FAMILIES

Data pertaining to the degree of effort put forth by the Title I migrant program administrators in the development of the home-school relationship was gathered from project directors, teachers, teacher-aides and parents. One of the primary questions presented to project directors and teachers inquired if time was allocated for project staff to become knowledgeable of the family configuration of each child in the program. According to the project directors, 84% of the projects in the base states and 71% in the receiving states did expect their staff to engage in activities that promoted informing themselves about their students' families, home life and migrant life styles in general.

TABLE V-1

PERCENTAGES OF AFFIRMATIVE RESPONSES OF PROJECT DIRECTORS BY STATES AND BY BASE AND RECEIVING STATES, TO THE QUESTION, "IS TIME ALLOCATED FOR PROJECT STAFF TO BECOME KNOWLEDGEABLE OF THE FAMILY CONFIGURATION OF EACH MIGRANT CHILD?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA	BASE	RECEIVING
Yes	88	70	92	80	80	100	100	50	33	84	71
Sample Size	8	10	13	5	5	2	3	6	3	31	24

Teachers also answered the same question. They signified that either they or their aides at some point did spend time becoming familiar with the family configuration of their students. In the base states, 72% answered positively and in the receiving states, 61% answered likewise. It appears that the receiving states of Washington (31%) and Ohio (42%) showed less effort than in the other states. This may be attributed to the fact that the specifications included in the state plans for these two states only "suggest" that teachers make home visits when possible.

TABLE V-2

PERCENTAGE OF AFFIRMATIVE RESPONSES BY TEACHERS BY STATES AND BY BASE AND RECEIVING STATES, TO THE QUESTION, "IS TIME ALLOCATED FOR YOU OR YOUR AIDES TO BECOME KNOWLEDGEABLE OF THE FAMILY CONFIGURATION OF MIGRANT CHILDREN?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	52	82	81	53	81	57	100	83	42	31	72	61
Sample Size	92	39	54	15	26	14	4	6	12	13	175	90

A number of state plans reviewed for this study reveal that most interaction between school and home is to be initiated by outside consultants or SEA consultants employed by the states for this specific purpose. Another approach, such as the one indicated by the Colorado state plan, stipulates that family contact workers or community liaison personnel be hired to be responsible for this effort. In states such as Texas, the promotion of home-school

relationships is a joint effort of various program personnel. For example, the Texas state plan indicates that teachers, visiting teachers, nurses, and community liaison personnel are to coordinate their efforts in the interest of the child, school and home. This effort is directed towards obtaining parents' assistance to help reduce truancy and behavioral problems, and to improve the children's attitude and achievement. It should be pointed out that, according to the Texas state plan, migrant consultants are also employed by the Education Service Centers to work with LEA's in the development of community awareness programs and to train personnel in investigating home-school rapport for the benefit of the migrant child.

Those project directors and teachers who answered in the affirmative the question, "IS TIME ALLOCATED FOR PROJECT STAFF TO BECOME KNOWLEDGEABLE OF THE FAMILY CONFIGURATION OF EACH MIGRANT CHILD?" were then asked to indicate how their time was used to learn about the family configuration of their students. The answers were categorized in the following activities:

- Home visits
- Telephone calls
- Formal Conferences with parents
- Informal Conferences with parents
- Reviewing MSRTS records
- Conferences with Social Service personnel
- Other activities

In comparing the project directors' responses with those from teachers, the percentages in almost each category were predominantly higher in the data compiled from the project directors. For example, when asked if time was spent conducting home visits, 100% of the project directors in the base states stipulated this activity, while 73% of the teachers in those three states said that time was spent for this purpose. Again, according to 85% of the project directors, time was spent speaking to parents in informal conferences while it was the opinion of 59% of the teachers that time was used in this activity. As demonstrated in Tables V-3 and V-4, a general assessment of the ten individual states also shows that project directors seem to think time is spent in more activities that promote home-school relationships than is indicated by their teaching staff.

Using MSRTS Information

According to project directors, only 50% of the staffs in the base states and 56% in the receiving states make use of information provided by the MSRTS to learn about the children's families. Teachers' estimates were even lower, resulting in figures of 27% and 21% respectively. In Ohio, there is still another disparity: project directors signify that the MSRTS is not used at all, while 33% of the teachers claim to use the system regularly.

Using Social Service Programs

It is also interesting that there is such a difference between base and receiving states in drawing information about the migrant families through

TABLE V-3

RESPONSES OF PROJECT DIRECTORS BY STATES AND BY BASE AND RECEIVING STATES, IN PERCENT RESPONDING TO EACH CATEGORY, TO THE QUESTION, "IF TIME IS ALLOTTED FOR STAFF TO BECOME KNOWLEDGEABLE OF THE FAMILY CONFIGURATION OF MIGRANT CHILDREN, HOW IS TIME USED?"

	CA	FL	TX	CO	MI	NY	NC	OH	WA	BASE	RECEIVING
Home visits	100	100	100	100	75	100	100	100	50	100	89
Telephone calls	71	71	42	25	0	50	33	0	0	58	17
Formal conferences with parents	71	57	58	50	50	100	33	0	0	62	39
Informal conferences with parents	100	86	75	100	75	100	67	0	0	85	61
Reviewing MSRTS records	86	57	25	75	50	100	40	0	50	50	56
Conferences with social service personnel	0	29	25	50	75	0	100	67	100	19	67
Approximate Sample Size	7	7	12	4	4	2	3	3	2	26	18

TABLE V-4

RESPONSES OF TEACHERS BY STATES AND BY BASE AND RECEIVING STATES, IN PERCENT RESPONDING TO EACH CATEGORY, TO THE QUESTION, "IF TIME IS ALLOTTED FOR YOU OR YOUR AIDE TO BECOME KNOWLEDGEABLE OF THE FAMILY CONFIGURATION OF MIGRANT CHILDREN, HOW IS TIME USED?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
By home visits	67	82	73	70	52	42	67	100	83	100	73	65
By telephone calls	57	50	52	33	10	25	67	20	17	50	53	25
By formal conferences with parents	40	53	35	18	23	17	67	0	0	50	41	22
By informal conferences with parents	53	76	54	64	59	42	100	80	67	67	59	62
By reviewing referral system records	26	35	23	17	18	8	100	40	33	0	27	21
By other activities	21	46	21	42	41	42	33	40	17	17	26	36
Average Sample Size	61	34	51	12	22	12	3	5	6	6	146	66

the local social service programs. Table V-3 shows that only 19% of the staffs in the base states utilize this source while a substantial 67% in the receiving states seem to actively use this source for acquiring information.

This information suggests that project directors expect their teaching staff to spend a significant portion of their time in acquainting themselves with the migrant children and their families, and that they believe significant interaction is actually occurring. It also seems that teachers believe that they are doing an adequate job in this area. They feel that they are encouraging input from parents and that they often discuss the students' progress, or lack of it, with parents. However, when reviewing information by aides, parents, and students concerning home and school relationships, there are discrepancies regarding the consistency with which program staff talk to parents about their children's experiences in the program.

Discussions Between Teachers and Parents

For example, when parents were asked if they had discussions with teachers pertaining to their children's needs or performance, only 42.2% answered yes in the base states while a low of 29% in the receiving states answered yes. Looking at the parents' responses from the ten states in the sample, we found that Washington (0%), Ohio (10%) and New York (20%) were extremely low in initiating discussions according to the parents. The remaining states did not do much better, considering that the highest effort recorded, in the state of New Jersey, was 50% as indicated in Table V-5.

TABLE V-5

PERCENTAGE OF AFFIRMATIVE RESPONSES OF PARENTS BY STATES AND BY BASE AND RECEIVING STATES, TO THE QUESTION, "HAVE YOU AND THE TEACHER DISCUSSED YOUR CHILD'S NEEDS?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Percent Yes	48	42	46	23	43	50	20	50	10	0	45	29
Sample Size	128	45	93	30	42	14	20	8	20	8	266	142

TABLE V-6

RESPONSES BY BASE STATES AND RECEIVING STATES OF STUDENTS, IN PERCENT, TO THE QUESTION, "DOES YOUR TEACHER EVER TALK TO YOUR PARENTS?"

	BASE STATES	RECEIVING STATES
Yes	37	22
No	57	69
Does not know	6	9
Sample Size	304	141

When students were asked, 'DOES YOUR TEACHER TALK TO YOUR PARENTS?', a substantial majority of students gave negative responses is illustrated in the preceding table.

Visits by Teacher Aides

According to the information solicited from teacher aides, communication with parents was seldom one of their major duties. When evaluating all their assigned duties as a whole, only 0.5% said they were required to visit students' homes. At best, they contacted or visited with parent once or twice during the program year. This usually occurred at the beginning of the program or at parents' night at the end of the school year. Approximately 61.2% of the aides participated in this fashion which, many agreed, did not constitute meaningful interaction with parents.

One must also consider the frame of reference by which project directors addressed the question of encouraging their staffs to become familiar with the family configuration of each migrant child. As previously mentioned, many justified their efforts in this area by employing personnel for this specific function. Project directors did not necessarily imply that their teaching staff spent considerable time in acquainting themselves with parents. In most states, it was found that home-school relationships were primarily initiated by program recruiters or community liaison workers. They, as well as some resource teachers, had substantial interaction with parents.

The Roles of Community Liaison Workers and Program Recruiters

For the most part, the community liaison workers were representative of the ethnic background of the students and their families, as many ex-migrants and were completely fluent in the ethnic language. A few recruiters had worked in similar positions in the base-state programs and were selected because they had worked with the same families in those states. The following is a general description of the duties undertaken by community liaison workers.

- To acquaint migrant families with the Title I migrant programs.
- To make parents aware of program objectives and the activities available for their children.
- To recruit and enroll all eligible children in the program.
- To obtain the background information on students required by the MSRTS.
- To act as liaison between migrant families and social service agencies in the community.
- To provide families with transportation services if necessary.
- To act as liaison between teachers and parents in communicating children's problems or needs.

As a whole, the recruiters filled a significant void in the program and were very effective in alerting newly arrived migrant families to the program and, at the same time, providing them with pertinent information regarding the community. It was impressive to find that many knew the families and individual family members by name, as well as members of the extended families, and were well received in their homes. It is important to point out,

nonetheless, that the entire process of communication with parents cannot be left to these members of the project staff, more initiative must come from the project directors, and especially their teaching staff, in order to gain a meaningful exchange of ideas between teachers and parents that will culminate in better learning experiences for migrant children.

Social Activities

Teachers and aides noted that several programs allow for interaction by scheduling activities that promote and encourage parents to come to the program. At pot luck dinners, children's plays, school outings, etc., teachers and aides to get to meet parents. However, these activities hardly provide an atmosphere for an adequate discussion of children's progress. Because of time constraints, understaffing, and (often) lack of initiative, most teachers do not make home visits for this purpose. It should be stated, nevertheless, that a few project directors require their teaching staff to participate in activities that give them more exposure to their students' families, such as assigning them to school buses that transport children to and from the program, or appointing them as representatives to the advisory councils.

PARENT INVOLVEMENT

In all ten states, it was stressed that parent-involvment activities should be included in the program. This was indicated in the supportive-services section of the National Guidelines published

by the U.S. Office of Education. The program directors for the individual programs were asked about the types of activities that were incorporated in their programs to stimulate parents' interests and involvement. Teachers were also asked to describe the activities designed for this purpose. In summarizing the two tables that follow, (V-7 and V-8), the most common or popular activities across the board were classroom visits by parents and home visits by school personnel. Project directors in the base states also felt that employment of migrant parents as aides was commonly exercised by their programs (84%). Teachers sharply disagreed with project directors concerning participation of parents in the schools' advisory councils. The directors stated that 84% of the programs in the base states involved parents in the councils, but teachers stated that 33% of the programs involved parents in this activity.

Many other observations can be made from Table V-7 and V-8. For example, it is disheartening to find that parents do not participate to a greater degree in program planning conferences. The percentages representing involvement in this area are extremely low in every state in the sample. New York, North Carolina and Ohio do not include parents in these conferences at all, according to the teachers. In Ohio, the figures in every category are very low, showing the most regular activity for parents to be social functions, which were selected by 83% of the teachers and 100% of the project directors. Social

TABLE V-7

PROJECT DIRECTORS' DESCRIPTIONS OF ACTIVITIES USED BY THE SCHOOL TO INVOLVE PARENTS, BY STATES AND BY BASE AND RECEIVING STATES, IN PERCENT SELECTING EACH ACTIVITY

	CA	FL	TX	CO	MI	NY	NC	OH	WA	BASE	RECEIVING
Classroom visits	100	90	100	100	80	50	50	33	67	97	65
Program planning conferences	50	40	38	40	40	50	33	0	33	42	29
Regularly scheduled school meetings	50	80	62	80	20	50	0	0	33	65	29
Individual school advisory committees	88	90	77	60	60	100	67	0	67	84	50
Social activities	100	70	46	100	100	100	67	100	33	68	88
Employment as aides in classroom	100	80	77	40	100	100	0	33	33	84	50
Use as volunteer aides	50	30	38	20	40	0	33	17	0	39	21
Home visits by school personnel	100	100	100	100	80	100	67	33	100	100	75
Approximate Sample Size	8	10	13	5	5	2	3	6	3	31	34

TABLE V-8

TEACHERS' DESCRIPTIONS OF ACTIVITIES USED BY THE SCHOOL TO INVOLVE PARENTS, BY STATES AND BY BASE AND RECEIVING STATES, IN PERCENT SELECTING EACH ACTIVITY

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Classroom visits by parents	65	58	61	53	56	54	33	100	8	23	62	44
Program planning Conferences	22	17	27	7	38	15	0	0	0	15	23	18
Regularly scheduled school meetings	40	27	41	13	42	31	33	0	0	8	37	22
Individual school advisory committees	40	24	30	19	41	8	0	50	0	31	33	24
Social activities	53	46	42	81	78	8	33	0	83	77	48	64
Employment as aides in classroom	31	44	35	13	67	15	67	0	8	23	35	32
Use as volunteer aides	32	39	20	6	22	15	0	0	0	8	30	11
Home visits by school personnel	54	68	81	67	59	38	100	50	25	46	66	52
Other activities	9	21	13	29	15	0	0	0	8	15	13	13
Approximately sample size	85	41	59	15	27	13	3	3	12	13	185	86

functions per se are important activities primarily because they provide a comfortable, informal atmosphere in which parents can become acquainted with the program, the staff and the services they provide their children. However, it is the contractor's opinion that attempts should be made to give parents a more comprehensive picture of the program and its intent, and to provide avenues for including parents in the planning and evaluation activities conducted by the program administrators.

CHAPTER VI

ADVISORY COUNCILS

Governed by the philosophy that parent involvement will augment the relevance of educational programs, certain provisions under Title I ESEA have made it mandatory that parents and other interested community people be involved in the planning, development, operation and evaluation of Title I projects at the state and local level. The PL 89-750 projects studied use of a number of activities to stimulate parent participation in their programs. However, because the medium of advisory councils was deemed to be one of the most useful vehicles, the study sought out data that would bring to light various aspects of project use of advisory councils, such as the following:

- Recruitment and selection procedures
- Council composition and characteristics
- Training for advisory council members
- Input from migrant parents

Emphasis was given to advisory councils at the project level. It was found that, in many cases, individual projects had not been able to organize councils for a variety of reasons--e.g., in the receiving states, many families are not stationed long enough to participate. Where advisory councils did exist, they were found to be at varied levels of development and involvement. They were either established on a system-wide basis, which means that membership is composed of representatives from various neighboring school districts, or the councils were set up for an individual project.

RECRUITMENT AND SELECTION PROCEDURES

Recruitment for parent advisory councils for Title I migrant programs is extended to the population surrounding a migrant project. Specifically, membership is to be recruited from the following groups:

- Migrant parents of children eligible to receive or receiving Title I services.
- Former migrants living in the area or those receiving services from other migrant programs.
- Program personnel such as principals, directors, teachers, aides, etc.
- Representatives of local agencies and organizations such as public assistance, community action, business, farm, etc.

Council members can be elected by the community, appointed by the local education agency and program staff, or recommended by either sector. The states of Washington, Texas, California,and Florida stipulate that migrant parents constitute a majority of the membership when possible. The size and number of advisory councils are left to the discretion of the local education agencies.

The advisory council members interviewed in the study were, for the most part, either appointed by the project director or recommended by someone already associated with the council. In all states visited, 29.5 percent of council members allegedly became members of the council through appointment, while 28.4 percent were recommended. Of the 88 members reached by the contractor in the total sample for this study, only 12 (13.6 percent) were elected. Those members selected by other means totaled 17 (19.3 percent); for example, in the receiving states some programs automatically

placed their teacher-aides on the council. Table VI-1 summarizes the response.

TABLE VI-1
HOW ADVISORY COMMITTEE MEMBERS WERE SELECTED,
IN PERCENT, FOR ALL STATES

Appointed by SEA	1.1
Appointed by Project Director	29.5
Appointed by Teacher	7.9
Recommended	28.4
Elected	13.6
Other	19.3
Sample Size	88

In the base states of California and Florida, 34 percent of the council members were elected. (Council members interviewed did not specify the procedures used in the election.) However, in the third base state, Texas, elections were not used. More than half of the council members interviewed (60 percent) were appointed by the project director. In Michigan, the receiving state with the largest number of Council Members, 64 percent of them were selected through recommendations.

COUNCIL COMPOSITION AND CHARACTERISTICS

As previously stated, the size of the individual councils was left to the discretion of the local education agencies in each state. In all the states sampled, there were important differences in the size of the individual councils.

In Florida, for example, some committees had as few as 2 members and others as many as 59 -- the average size being 12.3 members in the six advisory councils visited. The average membership was the same in California, where the 20 councils visited ranged from 5 to 45 members. In Texas the variation was slightly less; the membership of the 18 councils in the sample ranged from 7 to 24 and the average was 11. The five receiving states that have advisory councils showed a similar pattern in committee size. The average size ranged from 7.8 members in Colorado to 11.5 members in North Carolina. Some councils had as few as 3 members while others had as many as 26.

In analyzing the composition of councils in all states, the data demonstrate that, for the most part, there was equitable distribution of migrant parents and representatives from the other groups eligible to serve on advisory councils. The average percentage of parent membership ranged from a low of 31 percent in Colorado, where the average council was composed of 7.8 persons, to a high of 95.7 percent in Florida, where the average council was composed of 12.3 persons. Of the advisory councils in the three base states, most of those in Florida were composed entirely of parents. In California and Texas, approximately half of the members were parents.

TABLE VI-2
ADVISORY COUNCIL MEMBERSHIP BY STATES: AVERAGE SIZE, SIZE RANGE, AND PERCENT MIGRANT PARENTS

	CA	CO	FL	MI	NC	OH	TX	WA
Average number of members	12.3	7.8	12.3	5.6	11.5	7.8	11.0	9.8
Range of council sizes	5-45	3-12	2-59	3-9	5-26	4-16	7-24	6-14
Average percent of parent membership	42.4	31.2	95.7	75.5	70.0	41.6	50.1	94.3
Sample Size	13	6	8	13	4	4	17	5

At face value it seems that efforts to involve parents have been successful. However, another factor must also be taken into consideration, and that is the degree of participation by the professional sector of the community. Professionals can be worthwhile council members in many ways--they can facilitate the integration of migrants into community life, they can provide information on local services, they can deal with bureaucrats, and so on. However, they can become overbearing in councils and affect the quality of involvement of the migrants. Because of limited education and other psychological and economic factors, many parents have never had an opportunity to voice their concerns regarding the education of their children. Parents from economically depressed areas are usually reluctant to participate in groups that include professionals. On the other hand, migrant parents may be highly motivated by the attitudes of the professionals on their council. Therefore, the representation of non-migrant groups in councils should be further examined.

In reviewing the kinds of participation from the professional sector, our survey figures show that program personnel constitute a strong majority in comparison to other community professionals involved in the councils. As Table VI-3 indicates, project directors, teachers, and principals are more often members of councils than growers, clergy, and local agency people. The representation of professional educational personnel was particularly heavy in the Texas advisory councils. In Texas, there was approximately a 50-50 distribution of parents and professionals on all councils. But in breaking down the composition of the professional group, we found that 94 percent of the councils contained project directors, 65 percent contained principals, and 59 percent contained teachers. Again in Florida, where 96 percent of the council members were parents, 44 percent of the councils contained teachers and 11 percent contained project directors.

TABLE VI-3
PERCENT OF ADVISORY COUNCILS WITH PROFESSIONAL MEMBERS, BY PROFESSIONAL CATEGORY, FOR ALL STATES, FOR BASE AND RECEIVING STATES, AND FOR INDIVIDUAL BASE STATES

	Base States			Base States	Receiving States	All States
	CA	FL	TX			
Growers	0.0	0.0	0.0	0.0	6.1	3.6
Project Directors	19.0	11.1	94.0	44.7	33.3	40.0
Teachers	36.8	44.4	58.8	46.7	33.3	41.0
Clergy	11.1	11.1	5.9	9.1	15.2	11.7
Principals	42.1	0.0	64.7	42.2	15.2	30.8
Others	20.0	55.6	21.4	25.0	39.4	31.2
Approximate Sample Size	18	9	17	44	33	77

Those councils with fewer program people did not appear to play as important a role in the program as councils with more program people. Councils with few program people felt they were "paper committees" set up solely to comply with Title I funding regulations.

In the councils with high representation of program personnel, parents felt that advisory council recommendations were important to the program. However, many parents felt they were not qualified to challenge the professionals as to what was best for their children.

TRAINING FOR ADVISORY COUNCIL MEMBERS

The basic purpose for advisory councils in the Title I Program is effective involvement in the program of those who are receiving its services. An advisory council is a channel of communication for parents to voice their concerns and provide feedback to program staff. It stimulates exposure and cooperation among all interested parties. From the outset, program initiators realized that although parents have definite ideas about what kind of educational experiences they want for their children, they usually have little knowledge of educational concepts and little prior experience in group dynamics. It was thought that it would be extremely beneficial to help parents develop the necessary skills and acquire specific Title I information so they could make effective contributions to the program. Stipulations were therefore made to provide program funds for training programs for advisory council members. The primary objectives were to acquaint

council members with such matters as the regulations and requirements governing Title I Migrant programs; to acquaint them with the objectives, budget, and the program and evaluation plans for their projects; and to enable them to function effectively as a group. The goal of the training programs was total parent involvement in every facet of the programs that affects their children -- from planning to evaluation. The training programs were expected to make use of all local resources such as teachers, SEA and LEA personnel, and community members, and to use outside consultants if necessary. The program initiators also felt that such training should be provided on an ongoing basis, and that the council members themselves should have an input into the development of these training programs.

In spite of these directives and the recognition of their importance, the programs visited were found to be extremely lax in this area. The following figures demonstrate that training does occur in most states but only to a minimum degree. In the three base states, approximately 75 percent of the council members do not receive any form of training whatsoever. As shown in Table VI-4, only 29.4 percent of the advisory councils receive training while a substantial 70.6 percent do not. In reviewing the states individually, we found that only three of the receiving states emphasized the responsibility of preparing their councils. In New York (50 percent), North Carolina (75 percent) and Washington State (100 percent), a higher degree of interest in developing good parental involvement was indicated.

TABLE VI-4
PERCENT OF ADVISORY COUNCILS RECEIVING TRAINING, BY STATES AND TOTAL

	CA	FL	TX	CO	MI	NY	NC	OH	WA	TOTAL
Yes	20	25	30	29	7	50	75	0	100	29.4
No	80	75	70	71	93	50	25	100	0	70.6
Sample Size	20	8	20	7	14	2	4	4	6	85

When questioned further about the type and caliber of training provided and the delivery methods utilized, approximately 33 interviewees stated that the training programs were primarily conducted by program staff (53 percent), and secondarily by the local education agency (24 percent). Very few programs solicited assistance from outside sources. At the same time, the quality of the training was not always considered adequate for the needs of many council members. For example, training usually consisted of general discussion of the school program rather than structured information dissemination that would provide the necessary background for sound recommendations for program planning, operation and evaluation. The limitations of the training and technical assistance provided to advisory council members have produced the obvious -- little effective input by advisory councils into the Title I migrant programs.

PROGRAM INPUT FROM MIGRANT PARENTS IN ADVISORY COUNCILS

To delineate the involvement of migrant parents in advisory councils, the parents were asked to describe their input into the program. The forty-eight responses were categorized in the following areas:

- evaluation of program effectiveness
- involvement in personnel selection and evaluation
- involvement through volunteer services
- selection of materials and curriculum
- approval of program changes
- encouraging migrant parents to participate
- don't know

The percentages were very low in all areas. The highest figure for all states in the sample was 37.5 percent for evaluation of program effectiveness. The second highest figure was 18.8 percent, which demonstrated that migrant parents did not know what their input to the council actually was. When scanning the individual states, we found that in California as many as 46 percent of the council members did not know what their input was; 23 percent said they participated in the evaluation of program effectiveness. In Texas, 30 percent had input in the selection of materials or curriculum, 20 percent were involved in the evaluation of program effectiveness, and another 20 percent had been active in encouraging migrant parents to participate. In the receiving states as a group, 39 percent of the members were involved in the evaluation of program effectiveness.

Comments from migrant parents serving on the advisory councils gave further insight into their feelings concerning their role on the councils. Some parents stated that they had the option to freely express satisfaction or dissatisfaction with any component of their respective programs. They found the school personnel very receptive to ideas or recommendations of

parents on the councils. These parents felt very positive about their involvement in the program. Although specific examples were not cited, they claimed they could see the effect of their recommendations in policies adopted by their programs. Unfortunately, advisory council members who felt this way were in the minority. An overwhelming number had negative feelings or apprehensions about their role in the advisory council and the importance of the council in their program. Although discouraged, many saw the validity of advisory councils but felt that at the present time, they did not play a major role in the program.

The councils do not and cannot have any worthwhile input into the program for a vast array of reasons. Parents stated the following as primary reasons for ineffectiveness:

- Members do not understand the mechanics of the program.
- Members do not understand the role of the councils.
- Lack of sense of role causes attendance problems.
- Lack of working knowledge of English hinders participation in disscussions.
- Councils are poorly organized and have weak leadership.
- Definite guidelines are not provided.
- Administrators do not show sufficient interest.

In many instances, council members did not know to whom recommendations should be directed. There were no specific avenues for interaction with program personnel. If such did exist, the migrant parents were not familiar with the procedures. No one answered to the committee, and reports

never reached them from staff as to whether recommendations had been accepted or if follow-up had occurred. Because of these expressed problems, the migrant parents questioned the sincerity of program personnel. Since vital information was never forthcoming, they did not see how they could be instrumental in the planning, development, operation and evaluation of Title I programs. These experiences have apparently left them with the conclusion that advisory councils were set up solely to comply with funding regulations, that meaningful involvement in the decision-making process was unrealistic, and that their involvement will continue to be limited to organizing social functions, as many have been doing to date.

PARENT RECOMMENDATIONS FOR ADVISORY COUNCILS

An overall summary of specific recommendations from parents showed that 29 percent sought more parental involvement. Among the home base states, even in Florida, where parents already constitute 95.7 percent of the councils, 40 percent of parents felt that parent involvement should be further strengthened. More frequent meetings or more members were recommended by 17.3 percent. At present, 55 percent of the councils are conducting meetings on a monthly basis. Approximately 15.4 percent of all council members stipulated the need for more decision-making power in the program. Other recommendations were for higher funding, scheduling meetings on a regular basis rather than haphazardly, and training in the form of workshops, conferences and the like.

CHAPTER VII

STAFF ATTITUDES

This chapter presents a brief overview of the data collected on the perceptions of program staff, primarily the views of the program teachers on the development of migrant children in the program and the support of the program by their parents. The attitudes of program staff toward the effectiveness of the programs were also examined.

In reviewing the data solicited from the entire spectrum of program personnel included in the study, there is evidence that Title I programs are making significant contributions to the education of migrant children. As other chapters of this report indicate, meaningful advances have been made in almost every facet of the program. No one denies that many obvious weak areas still exist — some in very important components of the program. However, program staff do agree that, in general, the program has been worthwhile and that the introduction of new, innovative approaches will culminate in an even stronger impact on the educational development of migrant youngsters. For example, it is the conviction of the school principals interviewed, that the program very definitely helps to meet the needs of the migrant children. Table VII-1 shows that 93% and 100% of the principals, respectively, in the base and receiving states feel this to be the case. As reflected in Table VII-2, considerable progress is demonstrated in the academic performance of the students.

Across the board, in every state included in the sample, principals see more advancement in this area than in any other area of need that students may have.

TABLE VII-1

RESPONSES BY INDIVIDUAL STATES AND BY BASE AND RECEIVING STATES OF PRINCIPALS, BY PERCENT, TO THE QUESTION, "DOES THE TITLE I PROGRAM HELP MEET THE NEEDS OF THE MIGRANT CHILDREN?"

Percent	CA	FL	TX	CO	MI	NC	OH	WA	BASE	RECEIVING
YES	91	90	97	100	100	100	100	100	93	100
SAMPLE SIZE	45	20	33	7	11	1	5	1	98	25

In correlation with the above statistics, students also seem to respond, to a greater degree, to the academic experiences the program provides them. In order to draw their views in terms of how they evaluate the complete school program, they were asked what they liked about it. Their responses were categorized into numerous areas, but most responses fell into three categories: recreational activities, academic work and vocational work. As Table VII-3 demonstrates, the opinions of the students are founded on academic work. They found greater satisfaction in their achievements in academic studies than in the other two areas. Therefore, program personnel

TABLE VII-2

RESPONSES BY INDIVIDUAL STATES AND BY BASE AND RECEIVING STATES OF PRINCIPALS, BY PERCENT, TO THE QUESTION, "HOW DOES THE TITLE I PROGRAM HELP MEET THE NEEDS OF THE MIGRANT CHILD?"

Percent	CA	FL	TX	CO	MI	NC	OH	WA	BASE	RECEIVING
Health conditions	6	10	9	21	13	0	15	0	8	15
Academic performance	45	26	35	36	53	33	23	100	36	39
Social skills	8	13	0	29	13	33	23	0	6	22
Career objectives	0	5	2	0	0	33	8	0	2	4
Helps family	6	5	11	7	0	0	8	0	8	4
Needs for clothing	2	3	11	0	0	0	0	0	5	0
Nutritional needs	3	8	9	0	0	0	8	0	6	2
Other	31	25	16	7	13	0	15	0	22	11
Helps keep children in school	0	15	7	0	7	0	0	0	6	2
Approximate Sample Size	65	39	55	14	15	3	13	1	159	46

or, specifically, school principals can be justified in stating that the program has significantly helped students progress in their academic endeavors.

TABLE VII-3

RESPONSES OF STUDENTS BY STATES, IN PERCENT, TO THE QUESTION "WHAT DO YOU LIKE ABOUT SCHOOL?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Social Activity and Recreation	17.1	32.0	31.9	30.3	36.4	18.5	25.9	47.1	13.6	40.0
Academic Work	54.9	25.3	39.3	36.4	27.3	48.1	29.6	23.5	54.5	20.0
Vocational Work	6.1	16.0	5.2	9.1	10.9	14.8	7.4	11.8	9.1	20.0
Sample Size	164	75	135	33	55	27	27	17	22	5

TEACHER OBSERVATIONS OF MIGRANT STUDENTS

Teachers, who obviously have constant interaction with the students, have a better vantage point by which to observe the overall impact the program has had on the students and their families. When information was solicited from teachers, they were also asked to comment on their observations in terms of noticeable changes in their students during the program year, as well as to indicate the types of changes, if any, observed in students who had been enrolled in the program for more than one program year.

In the base states 22% of the 301 teachers responding seemed to feel that children demonstrated significant growth in their self-confidence during the first program year. Similarly, 33% of the 141 receiving state teachers felt the improvement in self-image was evident in students enrolled in the program. Children in the base states appeared to demonstrate more advancement academically (21%) than children in the receiving states (15%). This can be attributed to the fact that students are in the program for longer durations in the base states than in the receiving states where programs are usually active from 4 to 6 weeks only. Teachers in the receiving states observed more improvement in the developing of the listening ability and verbal skills of their students (20%) than did teachers who worked in the base state programs (17%). However, the overall difference is minimal. In Michigan (32%) and Ohio (29%), there were more favorable results in this area than in the other individual states. Data tallies revealed that teachers in Washington state felt that their students developed more interest in school socially (30%) during the program year in comparison to the views of teachers in the other states evaluated, as shown in Table VII-4.

TABLE VII-4

RESPONSES BY INDIVIDUAL STATE AND BY BASE AND RECEIVING STATES OF TEACHERS, IN PERCENT, TO THE QUESTION, "WHAT CHANGES HAVE YOU NOTICED IN MIGRANT CHILDREN DURING THE PROGRAM YEAR?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Improving Listening Ability-Verbal Skills	16	16	20	21	32	10	14	8	29	10	17	20
Healthier-Better Appearance	1	13	4	6	0	0	0	0	6	0	3	2
Interest in School (Socially)	20	18	17	12	8	14	14	17	12	30	19	14
More self-confidence--Alert--Self-Image	19	22	26	36	22	43	43	42	35	30	22	33
None	13	0	11	9	16	5	0	0	0	5	9	7
Other	2	18	6	6	11	5	0	17	0	10	8	7
Academically	29	14	16	9	11	24	29	17	18	15	21	15
Approximate Sample Size	122	79	100	33	37	21	7	12	17	20	301	147

From the students' viewpoint, their self-assessment of how they are developing seems to support what teachers are saying in terms of how students are doing in the program. In order to explore how students perceived themselves performing in school, they were asked, subsequently, to respond to three basic questions:

1. Do you believe you are working as hard as you can?
2. Do you believe you are a good reader?
3. Do you believe you do well in arithmetic?

To the first question, three-fourths of the students responded positively while one-fourth said "no". To the next two questions, as indicated in the following tables, more than two-thirds of the overall sample responded "yes". The last two questions were used to gauge their perception

of how well they feel they are doing academically. Overall answers indicate that as a group, the students feel they are doing well. Consequently, the students perceptions correlate with the teachers observations that considerable progress is being achieved in terms of academic performance. Similar reciprocation can be observed in reference to responses in other areas where noticeable changes were identified by teachers.

TABLE VII-5

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "DO YOU BELIEVE YOU ARE A GOOD READER?"

	Base States	Receiving States
Yes	69.0	69.4
No	31.0	30.6
Sample Size	281	134

TABLE VII-6

STUDENT RESPONSES BY BASE AND RECEIVING STATES, IN PERCENT, TO THE QUESTION "DO YOU BELIEVE YOU DO WELL IN ARITHMETIC?"

	Base States	Receiving States
Yes	68.7	62.7
No	17.8	26.1
Do not know	13.5	11.2
Sample Size	275	142

Parents also seem to be in agreement as to the program's success in advancing the academic progress of their children. For example, when they were asked the question, "IN WHAT WAYS DO YOU BELIEVE THE SCHOOL HAS HELPED YOUR CHILD THE MOST?" The most frequent responses were categorized in the following areas:

- social
- academic
- Better English
- Health-Nutrition

In every state in the sample, the data revealed that parents considered their children's academic gains to be the area in which the program had been most effective.

TABLE VII-7

RESPONSES BY STATES OF PARENTS, IN PERCENT, TO THE QUESTION "IN WHAT WAYS DO YOU BELIEVE THE SCHOOL HAS HELPED YOUR CHILD THE MOST?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Social	5.8	17.2	11.7	26.5	20.0	28.6	38.5	11.8	11.1	37.5
Academic	60.4	42.2	54.1	53.1	50.8	38.1	46.2	29.4	33.3	37.5
Better English	22.1	18.8	9.9	14.3	13.8	9.5	3.8	0.0	33.3	25.0
Health-Nutrition	1.9	9.4	12.6	0.0	3.1	9.5	0.0	17.6	11.1	0.0
Sample Size	154	64	111	49	65	21	26	17	13	8

Reviewing the teachers' observations of students who have participated for more than one program year, a slight acceleration was noted in academic growth relative to students who have participated for less time.

As illustrated in Table VII-4, academic improvement and more active classroom participation in the latter group of students approximated 21% and 15% in the base and receiving states, respectively. As indicated in Table VII-8, students with more than one year in the program approximated 24% in the base states and 28% in the receiving states. Teachers in the receiving states also observed that students with more than one year in the program considered school as less threatening than before (22%). Regarding children in the receiving states in this area, percentages revealed that students in the base states still find school more threatening than students in the receiving states. This could be due to a more permissive attitude in the receiving-state programs which are usually summer programs and therefore less confining because of their short duration.

Teachers of students who were in the program for more than one year also observed that they had developed better verbal ability because of the extra help they received from the program. Fourteen percent in the base states and 13% in the receiving states claimed this to be the case. For some reason, the students in the receiving states showed a greater desire to learn (14%) than did the students in the base states (8%).

TABLE VII-8

RESPONSES BY INDIVIDUAL STATES AND BY BASE AND RECEIVING STATES OF TEACHERS, IN PERCENT, TO THE QUESTION, "WHAT CHANGES HAVE YOU NOTICED IN MIGRANT CHILDREN PARTICIPATING IN MORE THAN ONE PROGRAM YEAR?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVI
School is less threatening	8	11	15	7	33	0	20	33	25	36	11	22
More interaction with and acceptance by other children	10	21	8	7	0	11	40	17	0	0	13	8
Easier to control	0	13	8	0	0	11	0	0	0	0	7	2
Cleaner, healthier	2	13	7	14	0	0	0	17	25	0	7	6
Greater desire to learn	6	9	10	36	7	11	0	0	0	18	8	14
Academic improvement-more class participation	22	23	25	29	40	22	0	33	25	27	24	28
Better verbal ability	24	22	27	7	20	22	0	0	25	18	24	22
None	38	0	10	0	0	33	40	0	0	0	16	8
Approximate Sample Size	50	47	60	14	15	9	5	6	4	11	137	6

Teachers were again asked to comment on visible changes in migrant children as a group, over several years. A brief overview demonstrated that most change was found in the area of better academic performance. However, this was not the case across the board. Information received from teachers in Colorado, New York, and Washington did not indicate any favorable change in academic performance in students who had participated for several program years. All states except New York did acknowledge the development of a better self-image in their students. Except for Ohio, the teachers in the remaining states in the sample did see a substantial number of their students as accepting education as a necessity. Their attitude in terms of a better desire to learn was also

evident, and somewhat stronger than in those students who had been in the program for a shorter duration. One factor that was very prevalent in this group of children was their visible ability to blend into the schools' social atmosphere. This is of great significance in that it substantiates the fact that migrant children are overcoming a negative self-concept which, in the past, had been nurtured by an alien and unresponsive educational system.

TABLE VII-9

RESPONSES BY INDIVIDUAL STATES AND BY BASE AND RECEIVING STATES OF TEACHERS TO THE QUESTION, "WHAT CHANGES HAVE YOU NOTICED IN MIGRANT CHILDREN, AS A GROUP, OVER SEVERAL PROGRAM YEARS?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Better academic performance	24	25	23	0	46	10	0	13	60	0	24	20
Blending into school's social atmosphere	19	25	18	9	15	10	0	25	0	40	20	15
Development of goal orientation	6	2	0	13	0	0	0	13	0	0	3	5
Better self-image	17	23	25	45	8	20	0	25	20	40	21	24
Acceptance of education as a necessity-better desire to learn	15	14	18	18	15	20	33	13	0	20	15	16
Better heal habits, appearance	0	11	7	9	0	20	0	13	20	0	6	7
None	20	0	11	0	15	30	67	0	0	0	11	13
Approximate Sample Size	54	44	57	11	13	10	3	8	5	5	155	55

TEACHER OBSERVATIONS OF MIGRANT PARENTS

Although the teaching staff as a whole was found not to have as much contact with parents as would be desirable, they do have opportunity for interaction with parents at certain intervals throughout the program year. Teachers usually meet parents at school meetings, parents' nights, and a variety of activities that have been initiated by the individual programs. Many

teachers, for a variety of reasons, can become involved in home visits to only a minimal extent. However, many try to compensate for this by relying on community liaison personnel, the teacher aides in their classroom and, to a very minimal degree, on information from the MSRTS for background information.

Teachers have been in a position to make various observations concerning the attitude of the migrant parents. When they were asked the question, "HAVE YOU NOTICED A CHANGE IN THE MIGRANT PARENTS' ATTITUDE TOWARD THE PROGRAM DURING THE PROGRAM YEAR?", 57% in the base states said they had and 66% in the receiving states agreed with them. In North Carlolna, Colorado, and Folorida, a good number answered in the affirmative. The teachers who did answer in this manner were then asked to describe the changes they observed in the migrant parents.

TABLE VII-10

RESPONSES BY INDIVIDUAL STATES AND BY BASE AND RECEIVING STATES OF TEACHERS, TO THE QUESTION, "HAVE YOU NOTICED A CHANGE IN MIGRANT PARENTS' ATTITUDES TOWARD PROGRAM DURING PROGRAM YEAR?"

Percent	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	42	76	65	90	64	50	33	100	50	67	57	66
Sample Size	53	29	40	10	14	8	3	4	8	9	122	56

Table VII-11 shows that teachers were impressed with how parents had developed a more positive attitude toward school. Teachers in Washington, Ohio, and Michigan felt this to be especially true of their students' parents. Teachers in California and Colorado also perceive that parents were

TABLE VII-11

RESPONSES BY INDIVIDUAL STATES AND BY BASE AND RECEIVING STATES OF TEACHERS WHEN ASKED TO DESCRIBE THE CHANGES IN MIGRANT PARENTS' ATTITUDE TOWARD PROGRAM DURING PROGRAM YEAR

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Better attendance at social functions	15	8	17	11	0	0	0	0	0	0	14	4
Willingness to serve on advisory council	0	0	0	0	0	0	0	0	0	0	0	0
Assuming more responsibility in learning process of children	13	14	6	11	0	20	0	0	0	0	11	7
Positive attitude toward school	40	61	45	44	73	50	0	60	100	100	47	61
More interaction with school personnel	26	11	23	22	0	0	0	20	0	0	21	11
Other	6	6	9	6	27	20	100	20	0	0	7	15
None	0	0	0	6	0	10	0	0	0	0	0	1
Approximate Sample Size	53	36	47	18	11	10	1	5	3	6	136	54

more at ease in responding to, or in initiating, interaction with school personnel than in the majority of receiving states. It was the opinion of the teachers in every state in the sample, that parents were reluctant and therefore not willing to serve on the programs' advisory councils. Only parents in the base states showed better attendance at social functions which could be attributed to the fact that they stay for a longer period of time in those states and can find more time to devote to those affairs.

At the same time, teachers were also asked their opinion about changes in the attitude of migrant parents, as a group, toward the education of their children over several program years. Approximately 63% in the base states and 71% in the receiving states indicated that they did observe changes in the attitude of parents. (The fact that the sample in the receiving states was considerably small should be taken into account when reviewing the percentages in the following table.) Here again, most parents were thought to demonstrate a change in their attitude towards positive school relationships. Teachers also suggest that parents as a group were more interested in becoming involved in school activities, although there seemed to be little interest on their part to become members of advisory councils.

TABLE VII-12

CHANGES NOTICED BY PERCENTAGE OF TEACHERS IN THE INDIVIDUAL, BASE, AND RECEIVING STATES IN THE ATTITUDE OF MIGRANT PARENTS, AS A GROUP, TOWARD EDUCATION OF THEIR CHILDREN OVER SEVERAL PROGRAM YEARS

Percent	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Yes	37	68	84	100	56	33	33	100	67	100	63	71
Sample Size	30	22	32	4	9	3	3	2	3	7	84	31

TABLE VII-13

RESPONSES BY INDIVIDUAL STATES AND BY BASE AND RECEIVING STATES, IN PERCENT, OF TEACHERS WHEN ASKED TO DESCRIBE THE CHANGES IN THE ATTITUDE OF MIGRANT PARENTS, AS A GROUP, TOWARD EDUCATION OF THEIR CHILDREN OVER SEVERAL PROGRAM YEARS

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	BASE	RECEIVING
Community interest	19	3	8	13	0	0	0	0	0	0	10	4
Formation of parent groups	4	0	0	0	0	0	0	0	0	0	1	0
Advisory Council participation	0	0	0	0	0	0	0	0	0	0	0	0
More parent involvement in school activities	26	28	2	25	17	0	0	100	0	0	24	15
Parents more positive attitude of school relationships with children	52	52	60	63	83	0	50	0	100	100	56	73
Other	0	14	10	0	0	100	50	0	0	0	9	8
None	0	3	0	0	0	0	0	0	0	0	1	0
Approximate Sample Size	27	29	48	8	6	1	2	1	2	6	104	26

CHAPTER VIII

PARENTAL ATTITUDES

Three students enrolled in the migrant program were interviewed at each school visited. Corresponding interviews were conducted with their parents to obtain the parents' impressions of and attitudes toward the program, and to determine their perception of the impact of the program on their children. The results of the parent interviews conducted in the ten selected states are summarized in the following pages under four headings:

1. Awareness of the special migrant education program.
2. Parental involvement in the need assessment of their children.
3. Parental recognition of children's achievement.
4. Aspirations of parents for their children.

AWARENESS OF THE SPECIAL MIGRANT EDUCATION PROGRAM

To assess the degree of awareness of the parents, they were asked, "HAVE YOU BEEN TOLD THAT THE SCHOOL HAS A SPECIAL MIGRANT PROGRAM FOR YOUR CHILDREN?" The question produced the following responses presented in TABLE VIII-1.

TABLE VIII-1

RESPONSES BY STATES OF PARENTS, IN PERCENT, TO THE QUESTION "HAVE YOU BEEN TOLD THAT THE SCHOOL HAS A SPECIAL MIGRANT PROGRAM FOR YOUR CHILDREN?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA	TOTAL
Yes	38.5	63.6	72.5	22.6	88.1	85.7	94.7	90.0	45.0	100.0	59.6
No	61.5	36.4	27.5	77.4	11.9	14.3	5.3	10.0	55.0	0.0	40.4
Sample Size	130	44	91	31	42	14	19	10	20	7	408

Overall, it appears that the projects are attempting to inform the parents of the nature of the migrant program. It is of interest to note the high percentage of parents in the states of California (61.5%), Colorado (77.4%), and Ohio (55.0%) who had not been informed of the special migrant program. Parents working in the state of Washington showed a greater awareness of the program, which may be a result of more formalized procedures developed by that state for working with parent groups. When a comparison is

made between base and receiving states, the frequency of positive responses is higher in the receiving states, as shown below:

Table VIII-2
RESPONSES BY BASE STATES AND RECEIVING STATES OF PARENTS, IN PERCENT, TO THE QUESTION "HAVE YOU BEEN TOLD THAT THE SCHOOL HAS A SPECIAL PROGRAM FOR YOUR CHILDREN?"

	BASE STATES	RECEIVING STATES
Yes	54.3	69.2
No	45.7	30.8
Sample Size	265	143

The difference may be due to the fact that the home states tend to provide programs to a more stable population base, since the children usually return to the same school in the base states once the work in the receiving states has been completed, thereby reducing the need to inform parents about the program.

The receiving states, because of variations in labor demands and crop conditions, attract new workers who may not be aware that summer education programs are available for their children. Therefore, it becomes imperative that the receiving states provide more extensive recruiting efforts in order to ensure that all eligible children are brought into

the program. This means that more communication between parents and school personnel should be taking place. This appears to be the case except for the states of California, Colorado, and Ohio. One would expect that as part of the normal process of determining the eligibility of the child, the parent would be informed of the special migrant program in order to provide the background information necessary for proper certification of the child. For this reason alone, there should be a higher percentage of parents indicating an awareness of the program.

How Parents Were Informed of the Program

The parents who indicated an awareness of a special program for their children were then asked, "WHO TOLD YOU ABOUT THE PROGRAM?" The following table gives their responses:

TABLE VIII-3

RESPONSES BY STATES OF PARENTS, IN PERCENT, TO THE QUESTION "WHO TOLD YOU ABOUT THE PROGRAM?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Teacher or other school personnel	60.9	23.8	54.5	21.7	10.8	50.0	61.1	77.8	50.0	71.4
Social educator or other migrant project personnel	4.3	14.3	28.8	0.0	0.0	20.0	0.0	0.0	16.7	14.3
Newsletter	0.0	28.6	6.0	8.7	2.7	20.0	11.1	0.0	0.0	14.3
Other — friends, children, organization in the community, Parent Advisory Council member	34.8	33.3	10.7	69.6	86.5	10.0	27.8	22.2	33.3	0.0
Sample Size	46	21	66	23	37	10	18	9	6	7

Overall, most responses were in the first two categories. A percentage of parents, however, responded to the "other" category, especially in the states of Colorado (69.6%) and Michigan (86.5%). It is of interest to observe that in Colorado, only 22.4% of the parents acknowledge awareness of the special program, which may be a result of using personnel other than those of the school staff in the program. The opposite situation occurs in Michigan, where a high percentage of parents were aware of the program and had been informed by persons other than school personnel. Despite the variation in the number of parents who had been informed of the program, a very high majority (97%) across all states provided positive responses to the question, "ARE YOU SATISFIED WITH THE EXPERIENCES YOUR CHILD IS RECEIVING AT SCHOOL?"

Parental Comments

It is worthwhile at this point to briefly move away from the statistical data and review parental comments that provide a meaningful view of the parents' awareness of the school experiences of their children:

> A Texas mother working in Van Buren County, Michigan.... "is happy for the opportunity to enroll the kids in school, otherwise would have to take them to fields. I feel that the two older children, age nine and eight, have done better in regular school because of help they receive in this summer program."

A Texas mother working in Montcalm County, Michigan is .... "happy with what the school was doing and hoped they would keep having it because her kids enjoyed school better in Michigan and going to school in Sheridon seemed to get them more involved and improved their attitudes."

A father from Texas working in Costilla County, Colorado.... "is very pleased with the summer program because the children have an opportunity to learn. He would like to cooperate with the project, but they have to work everyday."

Another father from Texas working in Otero County, Colorado.... "can see the difference in the way that his daughter acts as she is more out-going because of the migrant school. During regular school she is very shy, but now is developing herself."

PARENTAL INVOLVEMENT IN THE NEEDS ASSESSMENT OF THEIR CHILDREN

The need for a partnership between parent and school has been recognized widely by educators and parents in recent years. The quality and frequency of communication between parent and teacher are vital to the development of this partnership.

This parent-teacher partnership is especially important in the education of the migrant child because his exposure to each teacher is of such short duration. For this reason the parent-teacher partnership must be created as quickly as possible. All available sources of information must be tapped immediately.

The Migrant Student Record Transfer System was developed to provide educators with up-to-date information on the needs of the migrant child. The system enables the teacher to quickly ascertain

in what areas the child needs attention. However, like most systems it is not foolproof. Many delays occur in the transmission of information and often the information is inaccurate. Teachers may be pressed for time, and thus do not acquaint themselves adequately with the child. The system fails to provide the teacher with the personal and family background so vital in the education of the migrant child. For this reason the system should be viewed, not as a substitute for, but rather as a supplement to dialogue with parents.

The teacher should develop liaison with the parents as soon as the child is enrolled in school to learn as much as possible about the child. In addition, the teacher should provide feedback to the parents so they can learn more about the needs and progress of their children, and thus, can transfer this information to other teachers who will be working with their children.

As long as there continues to be a lack of general agreement as to what approach to take in the education of migrant children, the need will continue to exist for various educational alternatives to be available within the school system. Therefore, it is worthwhile to involve parents in the assessment of their children's needs and to allow for parental preferences for the type of programmatic approach best suited for their children. It appears from evaluation results that the project directors are aware of the importance of this process, as 70% of 58 project directors across all states responded "yes" to the question, "ARE PARENTS INVOLVED IN DETERMINING MIGRANT STUDENT NEEDS?"

To assess the extent to which dialogue between parent and teacher was taking place in the projects, the parents were asked, "HAVE YOU AND THE TEACHER DISCUSSED YOUR CHILD'S NEEDS?" As seen below, the resulting responses provide a rather sharp contrast to the response elicited from the project directors.

TABLE VIII-4

RESPONSES BY STATES OF PARENTS, IN PERCENT, TO THE QUESTION "HAVE YOU AND THE TEACHER DISCUSSED YOUR CHILDS' NEEDS?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Yes	47.7	42.2	46.2	23.3	42.9	50.0	20.0	50 0	10.0	0.0
Sample Size	128	45	93	30	42	14	20	8	20	0

A comparison of the base states and receiving states shows that 45% of the parents in the base states have discussed their childrens' needs with the teachers compared to only 29.0% in the receiving states. Even though the percentage in the base states is higher than in the receiving states, it is still low considering the importance of this dialogue and considering that the teachers in the base states have greater opportunity to be in contact with the parents because of the length of time the parents remain in base states. It is especially unfortunate that the percentage in the receiving states is so low; the need is even greater there because of the relatively short period the families are in the school district.

TABLE VIII-5

RESPONSES BY BASE STATES AND RECEIVING STATES OF STUDENTS, IN PERCENT, TO THE QUESTION "DOES YOUR TEACHER EVER TALK TO YOUR PARENTS?"

	BASE STATES	RECEIVING STATES
Yes	37	22
No	57	69
Does not know	6	9
Sample Size	304	141

Again, the findings indicate that the amount of dialogue between parent and teacher as perceived by the student, it very low in both the base and receiving states.

Those parents who had the opportunity to discuss the needs of their children with the teacher were then asked, "WHAT NEEDS WERE DISCUSSED?" The parents responding to the question provided the following information:

TABLE VIII-6

RESPONSES BY STATES OF PARENTS, IN PERCENT, TO THE QUESTION "WHAT NEEDS WERE DISCUSSED?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Academic	45.5	29.3	58.8	58.3	48.4	28.6	60.0	36.4	100.0	0.0
Health	22.8	26.8	29.4	8.3	29.0	21.4	40.0	18.2	0.0	0.0
Nutrition	12.2	24.4	10.3	8.3	9.7	14.3	0.0	18.2	0.0	0.0
Other	19.5	19.5	15.0	25.1	12.9	35.7	0.0	27.2	0.0	0.0
Sample Size	123	41	68	12	31	14	5	11	2	0

The majority of parents responding to the question designated academics as the area of need discussed with the teacher. It is interesting to observe the high percentage of discussion in Florida on the nutritional needs of the child. This may be due to a greater emphasis on Early Childhood Development Centers, in which nutrition is usually highlighted. In New Jersey, a high percentage of responses occurs in the "other" category, which may be because the program emphasizes vocational training activities.

There is little evidence that migrant parents have any significant influence in developing programmatic approaches which reflect the needs of their children. As part of the evaluation, migrant parents serving on the advisory council were asked to describe their input into the program. Overall, the highest percentage of responses (37%) provided by the 48 council members were related to the EVALUATION OF PROGRAM EFFECTIVENESS. The second highest percentage fell into the "DON'T KNOW" category, indicating that parents had little awareness of their input.

PARENTAL RECOGNITION OF CHILDREN'S ACHIEVEMENT

As mentioned earlier in this section, the vast majority of migrant parents have little education. Most migrant parents acknowledge that the lack of education has prevented them from breaking out of the migrant stream. They view education as a means for their children to gain better jobs and better living conditions. The parents show concern

and awareness of the progress their children are making in school, as illustrated by these comments provided to the interviewers:

> Texas father who migrated to Rick Square, N.C. - "The school is teaching her how to cook and sew which helps because they have no mother."
>
> Texas father who migrated to Sheridon, Michigan - "The school is more concerned about the kids and she liked going because she was getting better at reading and knew a lot of things."
>
> Texas mother who migrated to Williamson, N.Y. - Her daughter had trouble in reading and was slow in catching on to things. But now she had noticed that her daughter would interact at home and seemed more alert.
>
> Mother of three working in Florida - "I hope the children continue to study, have a profession, or easier work that we have to do."
>
> California mother of seven working in Washington indicated "she liked the work the kids brought home with them, and she was glad they were doing so well. She hoped maybe next year she could get more of her kids to go because her daughter liked it. She knew it was good for them because she hadn't had a chance to learn."

TABLE VIII-7

RESPONSES BY STATES OF NUMBER OF PARENTS, IN PERCENT, TO THE QUESTION, "IN WHAT WAYS DO YOU BELIEVE THE SCHOOL HAS HELPED YOUR CHILD THE MOST?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Social	5.8	17.2	11.7	26.5	20.0	28.6	38.5	11.8	11.1	37.5
Academic	60.4	42.2	54.1	53.1	50.8	38.1	46.2	29.4	33.3	37.5
Better English	22.1	18.8	9.9	14.3	13.8	9.5	3.8	0.0	33.3	25.0
Health-Nutrition	1.9	9.4	12.6	0.0	3.1	9.5	0.0	17.6	11.1	0.0
Sample Size	154	64	111	49	65	21	26	17	18	8

Responses from all ten states indicated that the majority of parents believe that the school has helped their children most in the academic area. It is surprising to see the low percentage of parents who believe the school has helped their children most improve their English capabilities. This is especially important considering that the states of California, Texas, Colorado, Michigan, Ohio and Washington have a large Mexican-American migrant population and offer bilingual instruction as part of their program design.

A more specific question was presented to the parents in an attempt to gain further insight into their perception of their children's progress in specific academic areas. When asked, "ON WHAT SUBJECTS HAS YOUR CHILD SHOWN MAJOR IMPROVEMENT?" , the following responses were given:

TABLE VIII-8

RESPONSES BY STATES OF NUMBER OF PARENTS, IN PERCENT, TO THE QUESTION, "ON WHAT SUBJECTS HAS YOUR CHILD SHOWN MAJOR IMPROVEMENTS?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Reading	74.4	47.2	59.5	63.3	64.9	100.0	76.9	37.5	35.3	40.0
Math	42.1	61.1	23.8	27.6	35.1	41.7	75.0	62.5	41.2	60.0
Language	56.2	55.6	45.2	69.0	57.5	41.7	40.0	62.5	29.4	40.0
Science	7.4	22.2	8.3	3.6	5.4	8.3	0.0	12.5	0.0	0.0
Other	5.0	19.4	8.3	13.8	18.4	15.4	55.6	0.0	17.6	20.0
Sample Size	121	36	84	30	37	12	13	8	17	5

Further investigation was made into the area of reading to determine if the parents' recognition of their child's improvement in reading carried over into the home. A high percentage of parents in all the states provided positive responses to the question, "IS YOUR CHILD READING MORE?"

TABLE VIII-9

RESPONSES BY STATES OF PARENTS, IN PERCENT, TO THE QUESTION "IS YOUR CHILD READING MORE?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Yes	91.5	89.7	90.4	80.0	92.1	78.6	83.3	77.8	55.0	66.7
No	8.5	10.3	7.4	16.7	7.9	7.1	11.1	22.2	40.0	33.3
Sample Size	130	29	94	30	38	14	18	9	20	6

The general conclusion to be drawn from the preceding information is that parents are indeed aware of and concerned with the progress their children are making in school.

ASPIRATIONS OF PARENTS FOR THEIR CHILDREN

In an attempt to gain more detailed information regarding the hopes and desires the parents hold for their children, the question was asked, "WHAT WOULD YOU LIKE TO SEE YOUR CHILD DO WHEN HE FINISHES SCHOOL?"

TABLE VIII-10

RESPONSES BY STATES OF NUMBERS OF PARENTS, IN PERCENT TO THE QUESTION, "WHAT WOULD YOU LIKE TO SEE YOUR CHILD DO WHEN HE FINISHES SCHOOL?"

	CA	FL	TX	CO	MI	NJ	NY	NC	OH	WA
Job	13.2	12.8	10.8	10.0	2.4	2.4	11.7	0.0	15.8	0.0
Military	2.5	2.6	0.0	0.0	2.4	7.1	11.7	0.0	10.5	0.0
Voc.Train.	15.7	2.6	25.8	3.3	7.1	0.0	0.0	14.3	0.0	0.0
College	53.7	69.2	53.8	73.3	71.4	64.3	47.1	85.7	57.9	71.4
Job (Agri.)	5.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.3	28.6
Other	9.1	12.8	9.7	13.3	16.7	7.1	29.4	0.0	10.5	0.0
Sample Size	121	39	93	30	42	14	17	7	19	7

The answers to the above question strongly support the hypothesis that parents do hope their children are able to finish school and move out of the migrant stream. Over half of the parents responding to the question indicated that they would like to see their children go on to college, whereas only a small percentage would like to see their children remain in agricultural occupations.